

# SCHOLASTIC COACH

Published by the National Scholastic Coaches Association

Volume 1, Number 1  
January 1955  
\$1.00 per copy



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**1955 All-American H. S. Football Squad**

(see pages 50-51)

# A NEW SHAPE IN FOOTBALL HELMETS

## Riddell

# TK

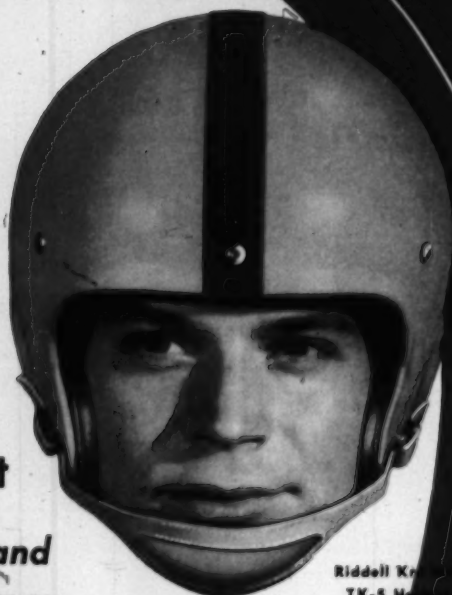
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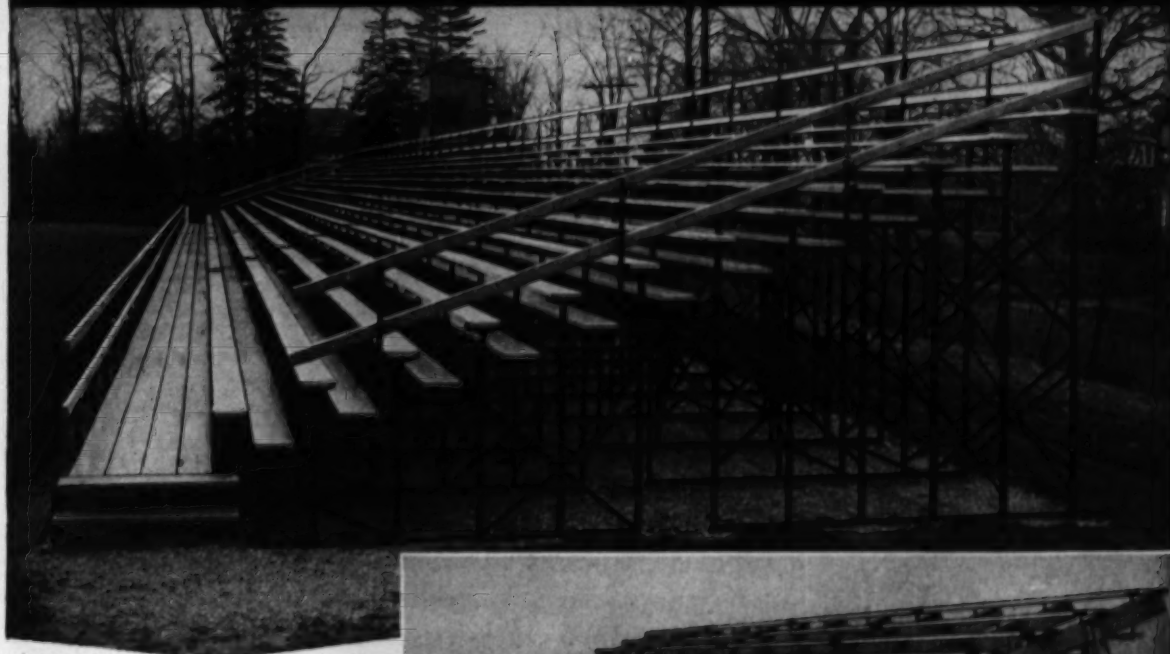
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# SCHOLASTIC COACH

Reg. U. S. Pat. Off.

VOLUME 25 • NUMBER 6 • FEBRUARY

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Publisher • G. HERBERT McCracken

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SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 33 WEST 42 ST., NEW YORK 36, N. Y.

SUBSCRIPTIONS FOR THE UNITED STATES, \$2 A YEAR, CANADA, \$2.25, FOREIGN, \$2.50. BACK ISSUES: CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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## You don't have to "Baby" your GYM FLOOR

by  
**HAROLD D. BACON and TOM MAYES**  
*Flint, Michigan, Public Schools*

**B**ALLENGER FIELD HOUSE has a large court, 113 by 135 feet, which can be made into two full-size gymnasiums when a 50-foot-high folding door is rolled out. The court is used all day by men's and women's gym classes. At night other activities take over. Here is an average week's evening schedule for use of the field house.



**Monday**—Square dancing, with 300 people.

**Tuesday**—A Career Carnival, sponsored by local businesses and industries for the benefit of high school students. Five thousand young people visited the booths and exhibits.

**Wednesday**—Sports Night, with over 200 adults taking part in an assortment of active games.

**Thursday**—High school basketball game—2,000 in attendance.

**Friday**—Charity card party attended by nearly 1,200 people.

**Saturday**—Teen-age dance, with a big name band, 1,000 dancers.

**Sunday**—A documentary movie, with over 400 spectators.

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These treatments become very worthwhile when measured in terms of the tremendous amount of valuable recreation and enjoyment thousands of children and adults get each year from use of the floor.



—Reprinted in Part from  
*Journal of Health—Physical Education—  
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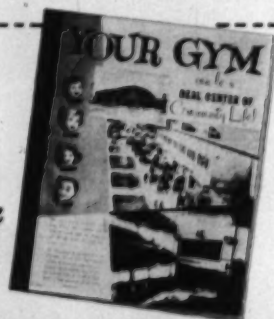
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# Defensing a few attacks

**W**HENEVER any of our international playmates start lambasting us for the state of our "shamateur" athletic union, we feel like telling them to go swat the dirt out of their own carpets.

Our imperfections are pretty trivial compared to the defections of other countries. In Russia and its satellites, for example, every athlete of renown is practicing his broad jumps, jerks-and-presses, and soccer booting on government time and expense.

And in Australia, the tennis players never had it so good. When Jack Kramer recently tried to get Lew Hoad and Ken Rosewall to turn pro—a euphemism meaning to get paid over the table instead of under it—the Aussie nabobs plied them with enough loot to keep them "amateur" for at least another year.

Mr. Hoad, who's never been distinguished for his mental stroking, really spotlighted the state of Aussie tennis when he recently announced that he wouldn't compete in the U.S. championships this year because "They (Americans) do not give visiting private players too much help financially."

This is an amateur?

SPAGHETTI BY LUISETTI

**I**T'S always sad to discover that an idol has feet of clay. And it's even worse when you find that his feet are okay but it's his head that's sort of loamy.

That's how we felt after reading Hank Luisetti's waspish attack on modern basketball in the February issue of *Sport*. Delicately entitled "Racehorse Basketball Stinks!", the piece pulls out every wild-haired stop in its febrile attempt to prove its point.

Hank pumps up the same old buncombe about the lack of defense, the absence of clever team play, the crazy shooting, etc. He blames "the shabbiness of today's basketball"

on the rulesmakers "who have legislated common sense out of the game, and the coaches who teach youngsters that shooting is all that counts."

Though his arguments are about as solid as swiss cheese, Hank delivers them with a lot of sound and fury. That they signify nothing is clearly proven in Hank's third paragraph—a classic example of *contradictio in adjecto* wherein the wish is father of the thought.

Dig this doozy: "Basketball attracts more spectators annually than either football or baseball. It won't be for long if the modern style of all-hit and no-field continues."

What a masterpiece of sophistry! Hank knows full well that the tremendous increase in basketball attendance is due to the modern style of play. But if this style continues, he claims, the crowds will fall off! Sounds like Abbott and Costello.

The most remarkable thing about Hank's torrent of choler is the font from which it flows. Who's universally recognized as the daddy of the modern game? None other than Hank Luisetti!

It was Hank who originated the one-hand shot, and it was Hank and the famous "Laughing Boys" of Stanford who popularized the fast break back in the late '30s. And here he is kicking the racehorse that carried him—and the game—to glory.

We've got a suggestion for the great man (and let's not forget that Hank was truly one of the two or three greatest players in the history of the game). We'd like Hank to take a trip across town and watch just one of the U. of San Francisco's games.

The modern game has no defense, eh? The players have no idea of proper footwork, eh? They're shot-crazy, eh? Well, that Don team will make Hank's eyes pop. They personify the peak of basketball perfection. They handle the ball mag-

nificently. They set up their shots superbly. And they defend beautifully.

This is one of the greatest teams of all time, and Coach Phil Woolpert can take a deep bow for blending his fine material into the smoothest offensive and defense machine you ever saw.

The Dons are a beautifully controlled team. They never force their shots, but keep working the ball until the good shot materializes.

Their defense is even more remarkable. Woolpert has his two small men, Perry and Jones, playing a pressing game on the outside. They swarm all over the back-court ball-handlers, frequently double-teaming them and always harassing them. Both being remarkably fast and agile with lightning-like reflexes, they ruin the opponents' pattern right at its inception.

And if the back-court men sift through, there is that fantastic fellow, Bill Russell, to pick them up or to catapult into the air and bat away the shot. And if the shot does reach the board, there's Russell and two big teammates to wrench the ball off the boards.

How can you beat such a game? Don't look at us—the 39 opponents they've knocked off in a row didn't have the answer either!

INTEMPERATE ZONES

**W**HEN speaking for publication, football coaches can be dreadfully cloying, lachrymose, or banal. But rarely are they ever tactless or indelicate.

Can you recall any of them going out of their way to demean a player in public? We don't mean criticize, which is a perfectly natural mode of expression. We mean debase—to strike at the pride of dignity of the boys.

For some unfathomable reason, this fine sense of restraint seems

(Continued on page 61)

*A Spalding shoe fits...*

## WEAR IT!

For all your team sports—track, baseball, basketball, football, tennis—Spalding shoes will give your boys the speed, safety and long wear they need.

Spalding shoes fit every foot . . . and every budget. See them at your Spalding distributor's.



11TR-3—Spalding's "cushion-speed," lightweight track shoes with one-piece blue back kangaroo uppers, leather lined through instep, reinforced to prevent stretching. With detachable tempered steel outdoor length spikes. Sizes 6-12.



BER—For protection and speed, nothing beats this all-leather feather-weight football shoe with yellow-back kangaroo uppers. Spalding builds in sponge rubber insoles for comfort and concealed stitching for wear. Sizes 6-13. D & E. (Special order only).

BER—LC—same as above in oxford height.



SS—This Spalding "Sure-Stop" Basketball Shoe is perfect for today's fast court play. Made with best-grade Army duck uppers. Exclusive cushioned sport arch and heel with famous non-slipping "S" sole. Available in choice of SSBN—black uppers or SSWN—white uppers. Sizes 5-14 and 15.



FW-3—"Feather-Weight" Baseball Shoe by Spalding with Kangaroo uppers. This tough, leather shoe is the same kind preferred in the Major leagues. Comes equipped with lightweight spikes attached with solid copper rivets. Sizes 6-11. D & E.



064—They'll have both court comfort and grip with these laced-to-toe tennis shoes. These exclusive Spalding ribbed-sole Oxfords, with two ply white duck ventilated uppers, also feature the cushioned sport arch and heel for comfort. Sizes 6-12 and 13.

**SPALDING** sets the pace in sports

# 4 Basic Shot-Put Principles

**T**HE shot put has come a long way since H. E. Buermeyer won the National Senior Outdoor AAU crown with a mark of 32'5". The present world record of 60'10" by Parry O'Brien represents an infinite amount of practice, competition, and practical thinking by athletes and coaches alike.

The high caliber of modern-day shot putting speaks well for those connected with the event. It wasn't too long ago that athletes almost never divulged their training secrets to their rivals. Coaches, too, were noted for their taciturnity.

This secretiveness doesn't exist today. More and more, athletes have begun to help each other in an exchange of ideas. Coaches at schools and clinics have described their methods at great length. A wealth of pertinent information has been added to the literature, while the motion picture camera has recorded superior performances for all to see.

The result, insofar as the shot put is concerned, is that consistently finer performances are being recorded and the competition is becoming keener and keener.

At the last Olympic trials in 1952, Bernie Mayer beat the then existing Olympic mark of 56'2" four times. His best mark that day was 56'7¾". Yet he failed to qualify for an Olympic berth!

Three athletes from widely different sections of the country were able to beat Mayer's mark and earn the trip to Helsinki. These three were Darrow Hooper of Texas A&M, O'Brien of USC, and Jim Fuchs of Yale. The distances recorded were 57'1½", 57'½" and 56'11½", respectively.

These were the finest top three performances to be recorded in a single competition until the 1955 Los Angeles Coliseum Relays when O'Brien put 58'2¾" to stay ahead of what *Track and Field News* called the best 2nd and 3rd places of all time: 57'6¼" by Ray Martin of USC and 57'2¼" by Tom Meyer of Occidental.

These great putters, while seemingly different in their forms, observe the basic principles described in the following paragraphs. They couldn't have achieved the success they did without adhering to these simple principles of good form.

It should be noted for the record that other factors such as height, weight, strength, and desire, play a huge role in the success of any weight thrower.

## PRINCIPLE NO. 1:

**The shot must move in a straight line across the diameter of the circle and along an imaginary extension of that line to the landing area.**

From the moment the movement across the circle begins, the shot should never deviate from the line of the diameter of the circle. Any

movement away from this line will result in a rotary motion with a resulting loss of power.

This is admittedly difficult to achieve. Any number of common faults will reveal themselves in where the shot lands.

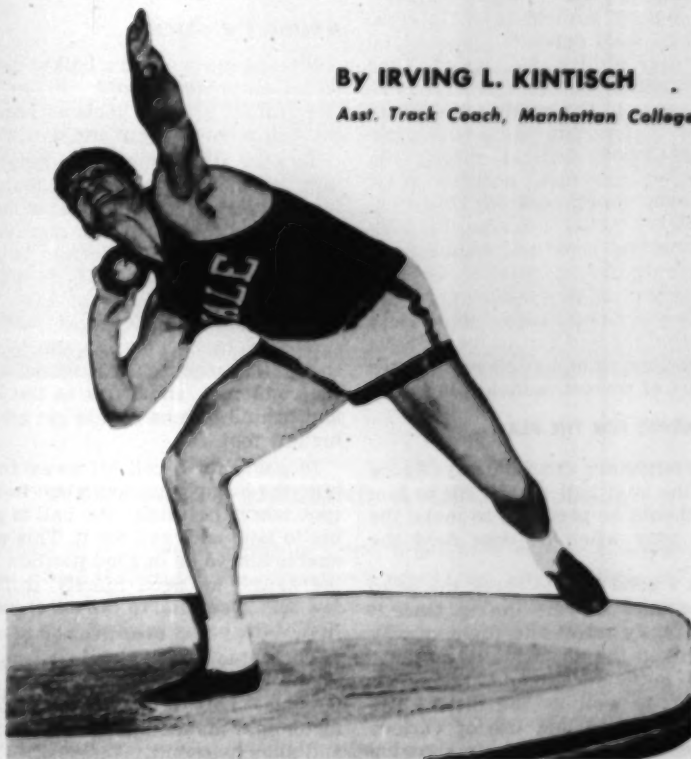
For example: If the shot lands more than two or three feet left of the center line, almost invariably the putter's left foot is "in the bucket" (i.e. placed far to the left of the center line), or the putter may have carried the shot too long before its release.

If the shot lands more than two or three feet to the right of the center line, it's almost certain that the arm began its thrust before the rear leg and back began their drive to lift the body over the forward foot.

(Continued on page 44)

By IRVING L. KINTISCH

Asst. Track Coach, Manhattan College





# Playing the Outfield

By LEW WATTS

Head Baseball Coach, Drew University

**M**ANY a casual baseball observer contends that outfielders should pay their way into the ballpark. Though the eye-popping feats of a Willie Mays or a Jim Pier-sall may shake their conviction for the nonce, the impression persists that outfielders are strictly bat-wielding brutes.

As we go down the ladder in baseball, we find many coaches and even players who consider the outfield a refuge for men not good enough to make the team as infielders, pitchers, or catchers.

That this is a completely erroneous concept will be attested to by all outfielders and the vast majority of pitchers. As a matter of well-proven fact, a good outfield is an integral part of a solid defense.

Natural ability, i.e., speed, sure hands, and a good arm, is an important factor in the making of an outfielder. But certain skills which can be developed, such as getting the jump on the ball, position play, judgment, quick accurate throwing, and clever tactics, are almost equally important and will unquestionably make for more effective play on the part of any outfielder.

Below are enumerated some ideas on technique and tactics which have helped many fine ballplayers master the art of correct outfield play.

## PREPARING FOR THE PLAY

An outfielder should always figure that the next ball will be hit to him and should be prepared to make the right play when he does field the ball.

It's a good idea to check the wind at the start of every inning, since it can greatly affect the flight of any ball hit in the air.

An outfielder should know his pitcher as well as the hitter. The pitcher's speed and use of various pitches can be a big help in allowing

an outfielder to station himself properly before the pitch.

Position before the pitch is very important, and any information which will help him gain an extra step or two on the ball can well mean the difference between a hit and an out.

Furthermore, the speed of the baserunner or runners should be taken into consideration so that the right play will be made when the ball is hit to the outfield. Not only will his speed give an indication of the runner's daring and probable intentions, it will also be a guide as to where a throw should go, either to catch a runner or to keep him from taking an extra base.

## MAKING THE CATCH

When going toward a ball to catch it, an outfielder should run on his toes; running on the heels will make the ball seem to jump and dance.

To play a ball directly in front of him, he can start on either foot. If it's to the right and in front of him, starting with a cross-over step with the left foot will enable him to get a better jump on the ball. If it's to the left and in front of him, he should start with his right foot. If the ball is hit behind him and to the right, the proper start is made with the right foot, and if it's to the left and behind him he should get off on his left foot.

In going for a ball hit away from him, the outfielder should run to the spot where he thinks the ball is going to land and wait for it. This will enable him to be in good position for the catch; he need merely shift a few feet according to the exact location of the ball.

The actual catch should be made facing directly at the ball, if at all possible. This involves the safety factor and makes for greater vision and maneuverability.

An outfielder should try to make all catches in throwing position; a fraction of a second gained or lost can be of tremendous importance in heading off a runner. It's a good idea to do this even with the bases empty, since constant practice will develop this move into a habit.

With men on base, the ball should be played closer to the throwing side so that the ball can be gotten away in a hurry. If a long throw is needed to head off a runner, the outfielder should try to position himself to make the catch while moving in on the ball in order to get extra power into the throw.

The sun frequently poses a problem in the making of the catch. Sun-glasses are a great help, but aren't always available. Whether or not they're used, the eyes should be shielded with the gloved hand. If the ball is high and in the sun, once it's located the outfielder should glance toward the ground, then back at the ball. This can help eliminate the danger of losing the ball in the sun.

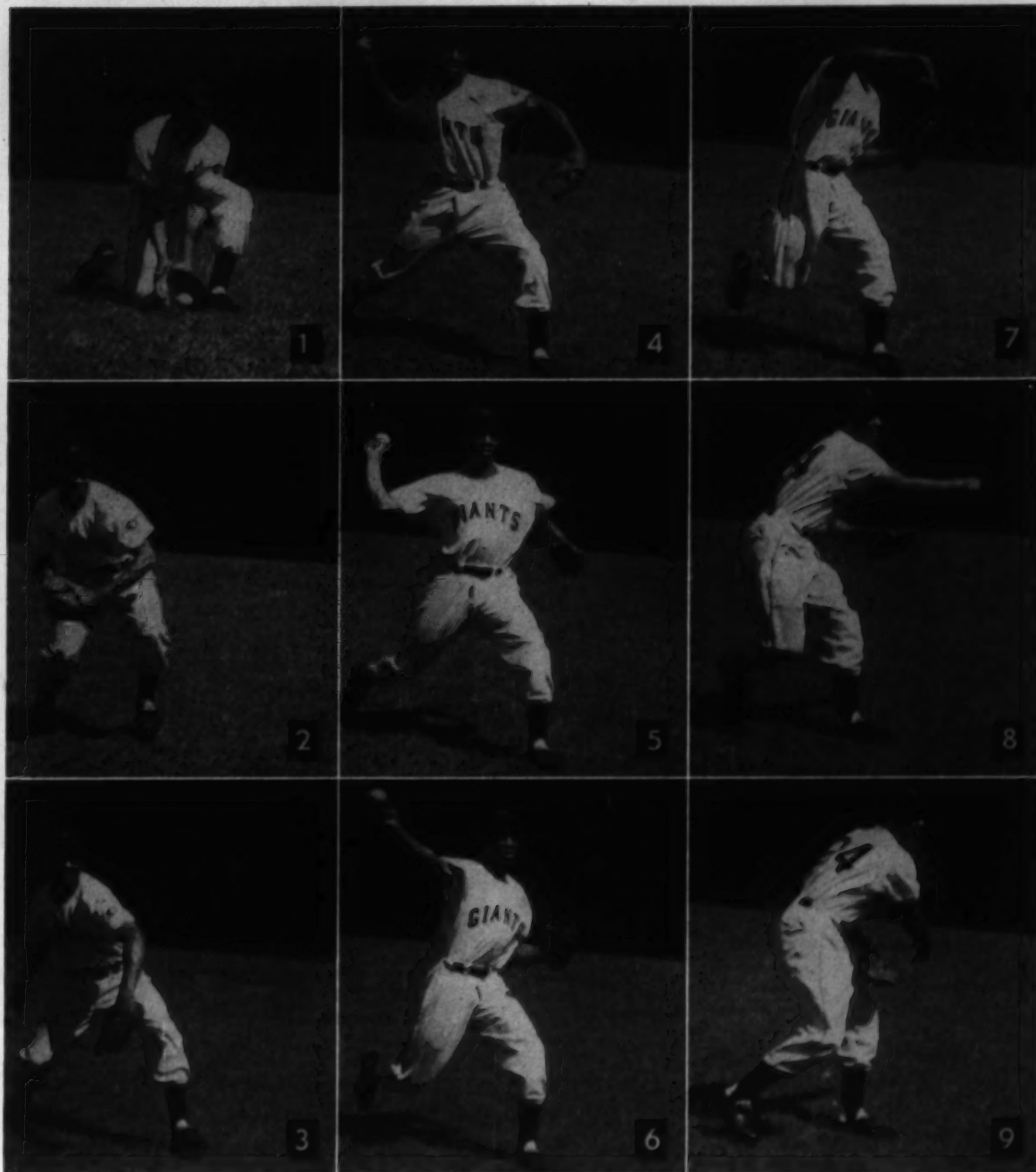
## POSITION PLAY

An outfielder should shift according to the count and the situation. Outfielding isn't a stationary job. The situation varies with each pitch and in order to be properly positioned the outfielder should move occasionally.

For example, with a 3-1 count he should play the hitter to pull. With a big lead, he should play a little deeper, etc. He can also shift according to whether a fast ball or curve has been called by the catcher, remembering that the slower the pitch, the more likely the hitter is to pull the ball.

With two strikes on the batter, the outfielders should move away from pull positions, since the hitter will be guarding the plate and try-





ing to get a piece of the ball rather than taking a full cut (which increases his chances of pulling the ball).

The outfield should play deep early in the game when a single won't hurt. This cuts down the possibility of an extra base hit and helps keep runners from scoring position. This also applies late in the game when leading by a substantial margin.

(Continued on page 40)

### WILLIE MAYS BLOCKING A GROUND BALL

Whenever a put-out is unlikely or there's a possibility that the ball may be missed if fielded in the conventional manner, the wise outfielder will block the ball either with the feet together or with one knee on the ground—as demonstrated here by the peerless Giant center fielder. Willie goes down on his right knee and fields the ball in front of the body. He then quickly rises, takes a short hop with the right foot (to place power behind the arm swing), steps forward with the left foot in the direction of the throw, and cuts loose a powerful overhand peg. (Courtesy Ethan Allen)



By **CARL OLSON**, *Track Coach, University of Pittsburgh*

# HEART AND

*Form Study of America's*

**A**RNOLD SOWELL, Pittsburgh's record-breaking middle-distance runner, holds the following championships and records: Pan-American 800 meters 1:49.8, I.C.4-A. 880 yards 1:49.1 and the American and world's 880-yard record around four turns 1:47.6. In addition, he is co-holder of the world's indoor 1000-yard record of 2:08.2, made in the National A.A.U. Indoor Championships last February.

How did he reach these heights? The answer is hard work coupled with natural ability. As a freshman, he did not relish distances above 440 yards. He was afraid he couldn't

run any longer events. His high school competition had been limited to shorter distances, and he had never been in the proper physical condition to do justice to the 880 yards or the mile run.

What brought about the change? Cross-country training and the fact that he had attained the foundation or bottom, both physical and mental, needed to run distances from the 440 yards to five miles. He attained this confidence and self-assurance when he placed third in the I.C.4-A. freshman cross-country run in the fall of 1953.

Arnie is 5 ft. 11 in. tall and weighs between 131 and 135 lbs. at his best

running form. He has a very fine upper body development, beautiful shoulders and chest. His arms are well-proportioned, and his leg muscles are long and wiry. He is split perfectly, having long legs and a comparatively short torso.

The price he pays for success is strict training through proper diet and exercise. Incidentally, he is a B+ student in the School of Business Administration.

Much has been written about his smooth stride. This measures 9 feet on the average, the same as that of the former Pitt great, Johnny Woodruff, the 1936 Olympic 800-meter champion.



## SOWELL VS COURTNEY, 1955 I.C.4-A 880-YARD FINAL

Actual competitive pictures from the "half-mile of the century," won by Sowell in the record time of 1:49.1. The strip shows them coming around the final turn into the home stretch, waging a pulse-pounding sprint for the tape. The pictures are, without doubt, the best I have ever seen demonstrating stride.

**NO. 1:** Sowell jumping Courtney on the last turn. Note that he seems to be in a sitting position, with his buttocks down low. Courtney seems to be much higher, but is getting a fine push-off from his rear leg.

**NO. 2** shows Sowell's beautiful long stride plus the high carriage of his left arm. He seems to be perfectly relaxed.

**NO. 3** again shows Sowell's picture stride and body position. He's still perfectly relaxed. His trunk angle is straight and his rear leg swing makes for economy of motion.

**NO. 4:** Courtney seems to be putting on a final kick and catching up with Arnie, whose form seems to be a little off.

**NO. 5:** Sowell is getting a beautiful push from his right leg (practically straight) and his strong arm action. Note his very good front knee action.

**NO. 6:** Sowell still coming strong, but being given terrific competition by Courtney. Both are running splendidly, but Sowell appears to be the more relaxed.

**NO. 7:** Courtney is putting on a terrific spurt, but Sowell refuses to tie up; he's still perfectly relaxed.

**NO. 8:** Sowell pulling away and showing beautiful form, relaxation, and confidence.

**NO. 9:** Getting into the straightaway. Sowell is on his toes, good knee action, hips still low going into last 100 yds.

# SOWELL

## Greatest Half-Miler

Sowell runs on the balls of his feet. In fact, I have yet to see him land fully on his heels. As he is also a capable hurdler, I believe hurdle practice has helped his stride considerably.

He is particularly fortunate in that he can sprint faster than most middle-distance runners. This factor of sprinting ability coupled with the endurance he has developed through cross-country training has been responsible for his outstanding successes.

In running, he carries his arms rather high—much like many European track athletes. Many middle-distance men are coached to carry

their arms low, but I see no reason for an athlete doing this if it isn't natural. Sowell's arms, body, and legs work in unison to accomplish his smooth running style.

To be a great runner, an athlete must have quick reactions, quick reflexes, good physical development, and an intense desire to excel. When a young man possesses these qualifications and is willing to sacrifice the easy way of living for a more robust one, he is bound to succeed. This Arnold Sowell has done up to the present date.

His reflexes and reactions were perfectly exemplified in the National A.A.U. Championships last June.

On Friday he had qualified easily for the Saturday finals. We had rehearsed the race carefully the previous Wednesday. It had been decided that with the world's greatest array of half-mile talent assembled for this race, the only possibility of winning would be to run against the clock.

When the finalists lined up for the start, Arnie found that he had drawn one of the most difficult positions on the track. As I recall the race, he was number seven. To get to the pole, therefore, he had to explode at the crack of the starter's pistol. He got to the turn first and

(Continued on page 56)



By CLARY ANDERSON

Baseball Coach, Montclair (N. J.) High School

**F**ROM long—and frequently, sorrowful—experience, baseball coaches have learned never to “count their chickens.” A game is never over until the last man is out, and a team cannot score too many runs. Consequently, they should strive to score as early and as often as possible.

Unfortunately, hitting is the hardest thing to teach. To become a proficient batter, a player must exercise judgment and master a number of basic skills. These include bat selection, stance, stride, keeping the eyes on the ball, swing, follow through, picking the right pitch, and determination.

**Bat selection.** An even-grained ash or hickory bat furnishes the best results. In choosing his “stick”, the player should make sure its weight and length conform to his physique and strength.

Most boys tend to pick a bat that's a little too heavy for them. It's wiser to pick one that you can “whip” easily. That means its weight must be right, and the handle should be neither too thick nor too thin. This will assure you of the strongest feel.

Once the right bat is selected, the player should stick to it—become as thoroughly familiar and comfortable with it as he can. It's unwise to keep switching bats from inning to inning or game to game. The longer you use a bat, the more comfortable it feels. Batting practice will indicate the best weight, length, and model for the particular player.

**Grip.** The bat may be gripped in a number of ways. The big, strong boy or the fellow who uses a light bat, may hold it down at the end. The smaller, lighter fellow will probably do better to choke up on the handle—placing his hands an inch or two up from the end.

The grip shouldn't be too tight. A “death clutch” produces forearm tension and muscle fatigue. A light but firm grip relaxes the forearm muscles and helps bring the wrists into the swing.

**Stance.** The stance should be comfortable and relaxed, with the weight uniformly distributed. Though a definite crouch is to be discouraged, a slight crouch can help in bringing the eye level a bit lower and nearer to the strike zone, affording a better look at the pitch.

A somewhat wide stance—a bit wider than the shoulders—is recommended. This helps cut down the stride, which, in turn, reduces the possibilities of lunging, hitting off the front foot, and being off-balance when the ball is pitched.

The feet should be set in about the middle of the box, just enough away from the plate to reach any ball on the outside corner and permit the fat part of the bat to cross the plate. The feet should be kept parallel with one another, with the toes pointed toward the plate. If it feels more comfortable, the batter may open his front toe a bit.

The hips and shoulders should be kept level, and the knees slightly flexed. The bat should be held back, but definitely not on the shoulder. A position opposite the rear shoulder is just about right. To promote a clean, free, unhampered swing, the arms should be kept away from the body—the front arm well away and the back arm a little away with the elbow pointing downward.

Some batters may step into the box all ready to hit. Others may require a little loosening up. It sometimes helps to raise the arms and loosen up the uniform around the armpits, shrug the shoulders, wiggle the hips (a la Stan Musial), and take several practice swings.

Once the pitcher gets ready to deliver, however, the batter should go into his alert position—keeping



## HIT THE FIRST

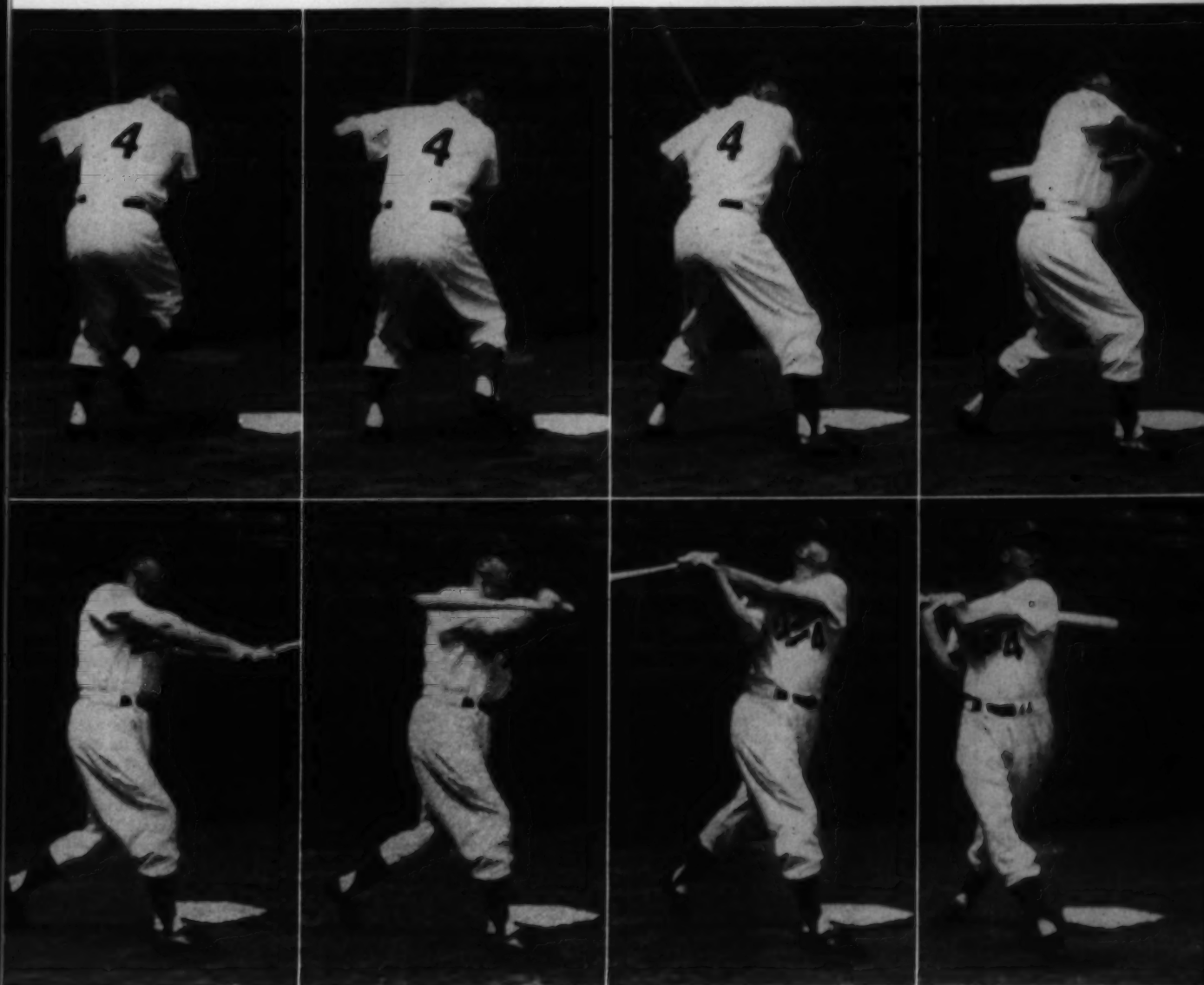
the bat up and steady in hitting position, avoiding any squirming around or wiggling of the bat.

As the pitcher draws back his arms for the delivery, the batter should sort of “gather” with him—shifting his weight to the back foot and drawing the bat a bit farther back. At this point, the grip may be tightened. (Johnny Mize, for example, maintained a completely relaxed grip up until the backmost “gather”

of the bat, at which point he tightened it up—a technique which promoted thorough forearm relaxation.)

**Step.** As the pitcher delivers, the batter should take a short, low step forward. This is vitally important. Timing can be completely thrown off by (1) lifting the foot high off the ground, (2) stepping back with the rear foot, (3) dropping the elbows, (4) stepping markedly into the bucket, (5) taking too big a step,





## GOOD ONE!

and (6) dipping the rear shoulder. These are the cardinal sins of batting.

The setting of the front foot frequently distinguishes the great hitter from the poor one. The foot must be placed down with the weight coming over it. The good hitter sets it down quickly on a fast ball and more sedately on a curve or slow pitch.

Its placement also varies with the

direction of the pitch. On an inside pitch, it's placed a little more toward the third-base side of the batting box; on an outside pitch, it moves a little more in toward the plate (assuming the batter is right-handed). This slight but vital foot adjustment enables the batter to hit the ball where it is pitched.

**Swing.** The bat should be whipped forward on a level plane, with the full power of the shoulders and hips behind it. The swing should be hard, but controlled with contact being established just in front of the plate.

If the batter has done everything right, his front leg will be straight at contact and his back knee bent with the foot up on the toe.

(Continued on page 46)

### THE DUKE AT BAT

Possessor of one of the finest wrist actions in the major leagues, Duke Snider demonstrates the form that's made him one of the game's greatest hitters. Note how he brings his weight back over the rear foot as he "gathers" for the pitch (first picture) and how he keeps his rear elbow almost parallel to the ground—an idiosyncrasy of quite a few great hitters (Williams, Kiner, Doby, among others). The Duke lifts his front foot well off the ground—outraging the principles of form—and then whips the bat through on a slightly upward plane, meeting the ball just in front of the plate off a straight front leg and a flexed back member. The powerful wrist action can be clearly discerned in the last three pictures.

(Photos courtesy of Ethan Allen)

# New Practice Methods in Track Coaching

By **W. HAROLD O'CONNOR**  
*Track Coach, Concord (Mass.) H. S.*

**E**VEN if you're just a casual student of track and field, you cannot have escaped the growing interest in new practice methods aroused by a series of astounding performances in one event after another. If you're the type of coach who's beginning to look at his traditional methods with an uneasy feeling, you may bet your best official discus that you have company.

Any track coach who has been in the business for more than a half-dozen years can look back and see that most of his accepted ideas about training for distances have gone with the wind—the wind stirred up by the flying heels of Iharos and Tabori, Bannister and Landy, Dwyer and Santee, Kuc and Zatopek.

I wonder how many coaches recognize the blow at their coaching bible that was struck by the successes of Parry O'Brien, Don Vick, and Harold Connolly in the departments of "weights and measures."

What's even more important, I wonder how many of us will be alert enough to see that for every old training theory shattered, a new approach is opened to us. Thanks to a few great athletes who threw away the book and challenged the experts, we have a wonderful opportunity to check the old and test the new methods.

Few track followers will dispute the fact that the most revolutionary changes have been in methods of training for the distances. What coach ten years ago would have predicted success for a miler who almost never ran over-distance but ran literally dozens of 440's a day as his basic training?

How many coaches would have dreamed of scheduling double

work-outs day after day, not to mention including in them the great numbers of 440's and 220's that the world's greatest distance men now run without fear of the old bugaboo of "going stale?"

That the new idea of building endurance by many repetitions of 440's and 880's is worthwhile can hardly be disputed in the light of the success of such men as Iharos, Tabori, Kuc, Bannister, Moens, and Dwyer.

When I learned (from Hal Connolly) that Roger Moens never runs over a quarter mile in regular practice, I was interested. I wasn't surprised to learn that he runs many 440's in each day's work-out, but I was deeply interested to find that he has been doing a lot of his training lately with repeated 220's.

My immediate thought was that it might be worthwhile for us coaches to make repeated 220's the basis of high school distance training. Maybe we should try it even with our college runners. If repeated 440's can bring the endurance necessary, why can't 220 repetitions do the same thing? If Iharos can run 40 successive 220's in a day, the same theory of repeated furlongs on a much less severe scale might be worth trying for high school middle distance and distance men.

I wonder if all that we sought in our old style overdistance work-outs cannot be better accomplished via the 220 route. Used within reason, the method certainly merits a try, even with fairly mature schoolboys. On the other hand, the fantastic numbers of 200's and 440's run by many of the Europeans may not be needed.



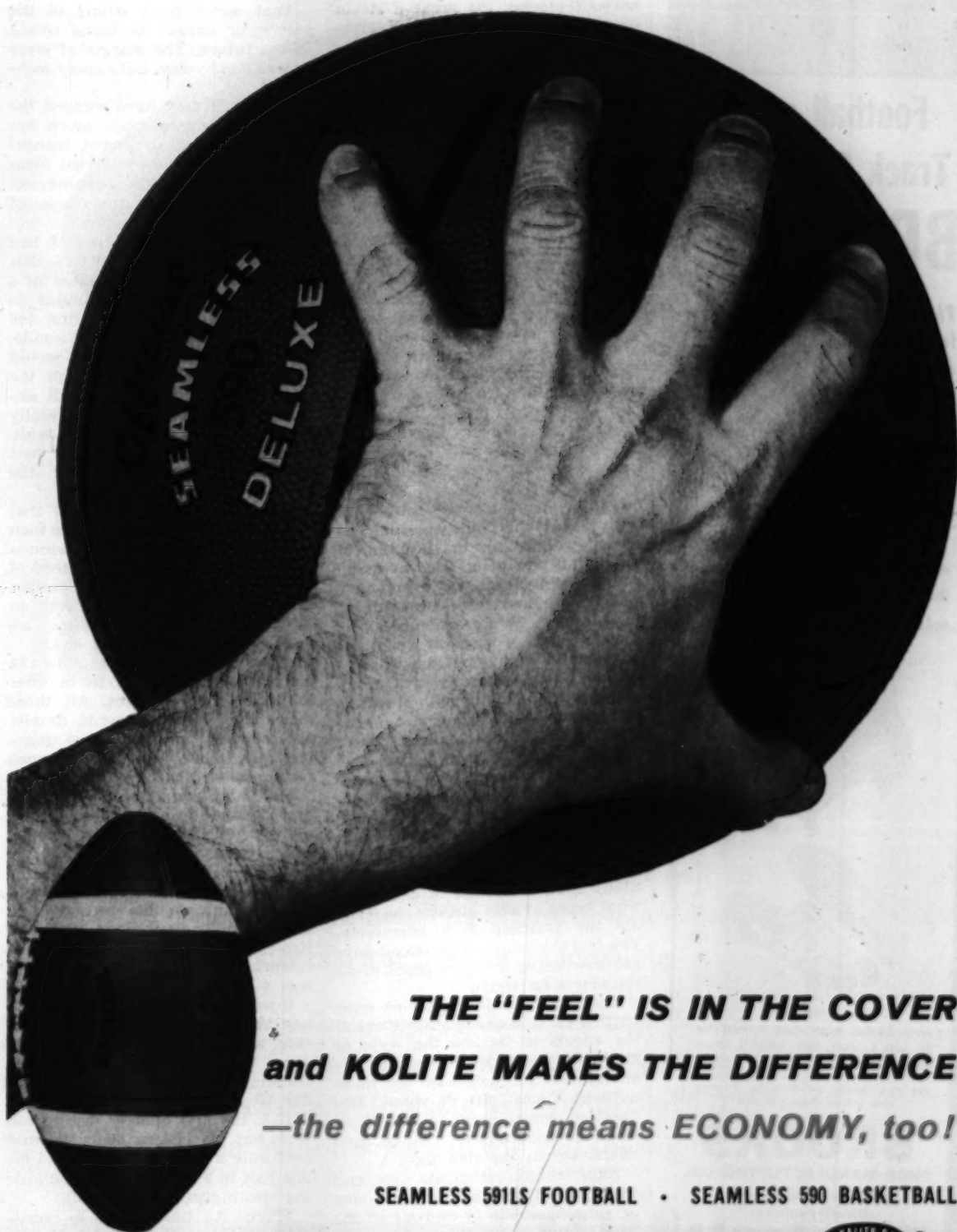
We need to study such a program carefully before we go overboard. Can the same results be secured with half the number of repetitions? Will repeated 220's give us as good results as repeated 440's? My own experience training high school boys on windsprints in a small bankless armory has shown me that much can be done even with 40-yard repetitions for distances up to 1000 yards.

The Europeans' success with repetitions of paced 220's and 440's is worth careful study. It appeals to me because the pace demanded can be varied according to the ability and maturity of the boy being trained.

The distance and middle distance runs aren't the only races that deserve closer study at this time. Since it has been proved that a man can actually run 100 yards in less than nine seconds if his start is eliminated, it's time we studied the dash man's start more intensely.

My own feeling is that we need to experiment further with blocks that raise the sprinter's feet a little higher off the boards or cinders. Some experiments have indicated that faster starts are possible from such blocks. This seems to make sense because such an arrangement will tend to eliminate the sprinter's tendency to straighten up. His motion will need to be predominantly forward.

The big problem would seem to be the scientific determination of



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just how high the feet can be raised without placing too great a strain on the sprinter's hands and arms and without causing him to stumble as he drives forward from his blocks.

Thinking along the same lines, perhaps we need to give more attention to the spike placement in running shoes. My own feeling is that our track shoes aren't as well planned as they might be.

Recent successes of our shot putters, hammer throwers, and discus throwers have brought to our attention another great reversal of former coaching theories. Perhaps most significant is the recent trend toward weight-lifting as a vital part of the training. Though a few years ago this practice was frowned upon by almost all track coaches, it's now a recognized part of the preparation of almost every top shot putter, hammer thrower, and discus thrower.

Most of them now consider a carefully planned program of work with the weights indispensable. The use of weights for the building of strength is now being tried by many runners as well as field event men.

There's a need of close study of this practice. While evidence exists that moderate work with weights is beneficial to runners, it must be remembered that a study of a group of runners including both sprinters and distance men, showed a negative correlation between leg strength and the time for a mile run. The use of weights to develop the upper body is indicated as worthwhile.

The belief that circular motion in the shot put was a waste would seem to be exploded by O'Brien's success with his revolutionary style. Study here is needed to determine what types of shot putters can handle the O'Brien style effectively. The fact that many high school boys are now using it is not proof of its soundness for them.

The study of timing seems most important. One needs only to recall the efforts to imitate the style of Fuchs before study showed the inadvisability of such form for those without Fuchs' gift of speed. The question would seem to be, "How much circular motion can be used effectively in the shot put?"

Experienced scientists contend that the old idea of the hitch step or running stride in mid air in the broad jump is worthless. They assert that the jumper can gain neither height nor distance by such motion since his feet touch nothing but air. If we accept their evidence as truth, we need to forget the emphasis on that style of jump and concentrate our attention on a style

that will produce better results.

That we've been wrong in the past is no excuse for being wrong in the future. The margin of error lessens day by day. Let's study technique!

Though it may have escaped the notice of many coaches, much has been happening in recent months to upset some long-cherished ideas about the practice of running extremely fast opening sections of races from the 440 upward.

Along with many others, I had until recently been quite sure that it was the height of foolishness for a runner to over-extend himself in the first 220 of a 440, the first 440 of an 880, or the first 880 of a mile. Late developments, however, would seem to indicate that though the danger of such a practice still exists, the estimation of what really is over-extension may be at fault. The real fault may be in our past methods of preparation for the event.

When we consider the fact that last May 28th in London, three men—Tabori, Chataway, and Hewson—all ran the first three quarters of their mile race in 3:02 or a fraction of a second over and then went on to finish under four minutes, we need to notice something else.

All three had to run under 58 seconds for the last quarter in order to break four minutes. All three men did it. In other words, despite a terrifically fast first three quarters, the three men ran an even faster fourth quarter.

McKenley ran 21 seconds for his first 220 on the way to his 46-second quarter mile over seven years ago. Rhoden ran a 20.9 for his first 200 meters on the way to his 45.8 for the 400 meters back in 1950. Reiff of Belgium ran his second mile faster than his first one in his 8:40.4 two-mile run. His first mile was a remarkable 4:21.2, but his second was 4:19.2!

If we doubt the ability of a schoolboy to stand such a killing type of race, we have some remarkable evidence to disprove our ideas. Roger Dunkley of England, while still under 19 years of age, ran a mile in 4:12.8. His first quarter was run in 61.8, but his last in 60.8. His first half-mile was run in 2:06.8 and his last half in 2:06. Evidently the killing opening pace doesn't kill.

Maybe it's time for us to reconsider our ideas about first-half ceilings in all of our schoolboy races from the 440 up. Maybe it's time to investigate the possibility of using repetitions at a given pace day after day to get even our schoolboys accustomed to maintaining an open-

(Concluded on page 42)





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# INTERVAL TRAINING

By KEN DOHERTY

Head Track Coach, University of Pennsylvania

**A**PPARENTLY every distance runner and coach in Europe is now using some form of interval training in his preparation for competition.

The great Hungarian trio of Iharos, Tabori, and Rozsavolgi, under their martinet coach, Mihaly Igloi, are following its tenets faithfully and intensively.

I sat this past summer with Armas Valste, Finnish National Coach, as he timed his fine 10,000 meter runner, H. Posti, through six 660-yard runs at between 1:30 and 1:35 each within a total of 30 minutes.

In a book which every American distance runner and coach should read, *Franz Stampfl on Running*, the author advocates interval training as the core of modern running: "One of the main charms of interval training is its flexibility, since it can

be adapted to the varying needs of all athletes at any stage of development. It induces speed and stamina, which together produce pace, judgment, and an all around improvement in physical well-being."

Similarly, Roger Bannister found that interval training answered his needs: "In February and March (1953) I started training, and would sometimes run as many as ten quarter-miles, each in about 63 seconds, and with an interval of two or three minutes between each. This was much more strenuous training than I had done before. It left me exhausted for several days, but it could be accomplished within the half-hour or so a day that I was able to spare for training."

The list could be lengthened indefinitely: Moens of Belgium (800 meters—1:45.7), Chataway of Eng-

land (mile—3:59.8), Boysen of Norway (800 meters—1:45.9), Pirie of England (10,000 meters — 29.19), Nielsen of Denmark (1500 meters—3:40.8), and, to add one of many Americans, Courtney of Fordham (800 meters—1:46.8). Each of these men places his own particular emphasis upon the various aspects of interval training, yet all follow a basic plan.

It's essential to understand that there are four variables in interval training:

1. An exact repeated distance that remains unchanged in any single workout.
2. A recovery interval of time during which restful jogging occurs.
3. A pace at which the distance is covered, always under a watch.
4. The number of times that this distance is repeated.





#### WES SANTEE, Best Mile Time 4:00.5

It will be quickly seen that each of these elements can be stressed or lessened, fixed or varied in accordance with the ability, condition, and attitude of each runner or with the particular point of view of the coach.

Franz Stampfl<sup>3</sup>, for example, seems to feel that stamina is the primary element in successful running today, and advocates a program in which many repetitions at a slower than racing pace is the principle workout during an eight-month training program.

In contrast, both Valste as cited earlier and Gosse Holmer<sup>4</sup>, Swedish National Coach, emphasize speed work. Swedish champions, in addition to the many fast bursts in "Fartlek," often train on 400-meter and 200-meter runs at faster than racing pace.

Since returning from Europe, the writer has tried to think through his many conversations on this subject and to adapt what he learned to the problems of American school and college runners. While he's had only a few weeks of post-cross-country training in which to experiment, the following set of principles and plan for interval training, subject to many later refinements, already seems to make sense not only to

THOUGH a long-legged 6-1, America's No. 1 miler possesses an unusually short stride, measuring approximately 6½ ft. While it may not be recommended for young athletes, it evidently does the job for Wes. Witness his remarkable timings in everything from the 220 up. The above sequence shows Wes running a relaxed quarter-mile for the Scholastic Coach cameraman. Though racing pressure is absent, many details of his particular form are observable. Note the beautiful carriage of his chest and shoulders and the way he rocks through powerfully off the ball of his grounded foot—a decided help in bringing the knee forward quickly. Since he isn't running any distance, he is employing a shorter stride with a more pronounced kick-up. In actual distance competition, his stride would be longer and his kick-up less extreme. Note that his fingers are semi-clenched (promoting forearm relaxation), his arms are held fairly low, and that he never brings his hands back farther than the hips.

#### MURRAY HALBERG, Best Mile Time 4:02.6

THE slender New Zealander, one of the world's foremost milers, is shown below in actual competition at the 1955 Penn Relays. His form is marked by a fine economy of effort, containing nothing extra, nothing wasted. Note the fixed but relaxed carriage of the upper torso, the fine position of the head, and the slight forward body lean. As you can see in the pictures, he effects a heel-ball-of-the-foot landing, which is quickly converted into forward drive. Also notice the modest kick-up, a natural concomitant of the distance stride. Thanks to the length and ease of the stride, the heel of the rear foot never rises much above the knee position. As in the Santee strip, the arms deserve close attention. Note how relaxed they are and how easily they're swung forward and back, with the hands never moving back past the line of the body.





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this coach but, more importantly, to his runners as well.

First, and this is a principle of growing importance, a coach is not a trainer of human puppets who follow his every command and demonstrate his worth through their outstanding performances. Rather, he is an advisor, a guidance counsellor, or at most a supervisor.

He helps men do better what they're quite capable of doing well by themselves. He guides men in discovering themselves, or better, in discovering powers of endurance and skill and self-discipline beyond what they alone might have realized. Bannister has stated this so well from the viewpoint of the athlete:

Self-discovery (through athletics) is most rapid if we set out on the early stages alone. I soon learnt how far from being self-sufficient I was, and realized the value of the co-operation and assistance of others. But unless I had gone as far as possible alone, I should never have known the questions other people could best answer for me and those I must answer for myself.

The things a man learns for himself he never forgets, and can adapt to many different situations. . . . I think it is the duty of a coach to encourage resource and initiative in each one of us. . . . We seek individual freedom in a world that of necessity imposes more and more restrictions. The less we can find freedom in our work the more we shall need to find freedom in the games we play. The aim of the athletic coach should . . . be to show how, through experiencing the stress imposed by his event, he can understand and master his own personality.<sup>5</sup>

The second principle is that only year-round training can produce the high level of running fitness and competitive performance that is required for success at all levels. This is as true for high school, college, and post-college training as for the training of Olympic place-winners. The only difference is one of amount of work done, not of method.

At first consideration, this principle smacks of over-emphasis and over-specialization. But in the light of what follows it will be seen to be the only practical means of doing one's best within the limitations imposed by the amateur ideal and educational and vocational requirements. Further, it's an important answer to the general lack of physical fitness among American men which has created so much concern lately.

Third, amateur ideals and requirements of school and college studies demand (the word is chosen carefully and does not over-emphasize) that workouts shouldn't consume more than 90 minutes (and better

yet, only 60 minutes) on the track, nor produce such fatigue that recovery isn't complete within two hours following the workout.

Within an hour after practice, a man should be able to enjoy his evening meal and, within two hours, he should be able to concentrate his mind upon his studies without the handicap of physical fatigue.

Fourth, year-round training, even when these limits in time and fatigue are accepted, emphasizes a gradual increase in the amount of work that can be done, so that, month by month, year by year, performance levels in both practice and competition gradually improve and ultimately reach heights that are impossible for the traditional short-season, practice-to-exhaustion runner.

There is almost no limit to the achievements of the man who responds gladly and cheerfully to the rigorous demands of a tough training schedule, who does not look for miracle transformations, but is patiently content with the slow but well-founded progress which emerges. Constant regular training not only toughens him physically by strengthening his muscles, developing his lungs and heart and improving his blood circulation, but heightens his perception and teaches him to perform every movement with the greatest economy of effort.<sup>6</sup>

Fifth, year-round training assumes a reasonable, one might almost say a normal, enjoyment of the pleasures of life. During periods of important competition, the essentials of healthful living: proper rest and relaxation, a well-balanced and moderate diet, and "no activity to excess" become increasingly important of course. But excessive emphasis over a long period of time upon the exact requirements of off-the-track training will not only produce a boring existence for the runner and his associates, it will bring staleness and a decreased performance as well.

Sixth, such a program of year-round, intelligent, and gradually intensified training contributes to the positive health of the runner and certainly does not "tear him down," "shorten his life-span," or "strain his heart" in any way. Staleness can result from too much work too soon, from too strict off-the-track training, or from the mounting tensions of too long a competitive season, but it is not the result of too much work per se or of too many months of training.

With these six principles as a guide, a coach is justified in asking students, either high school or college, to report to the first cross-country workout on the first day of  
(Concluded on page 48)

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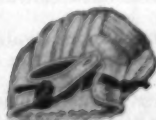
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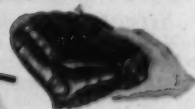
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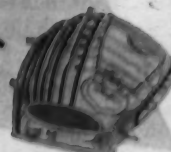
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By **MORRELL E. GRIGG**  
Coach, Pottstown (Pa.) High School

# WINNING H. S. BASEBALL

**W**ITH only three losses in the last 77 games and a plaque in the Hall of Fame at Coopers-town, N. Y. for winning 48 straight games, Pottstown (Pa.) H. S. has established an enviable reputation as a baseball power and I'm often asked, "How do you do it?"

The shortest answer I can give is "hard work, talented players, and lots of luck." My intention here is to relay some of the coaching techniques—other than the all-important fundamentals—which Ed Good, former head coach, and myself have

been employing with such outstanding success. Though several of them hardly conform to big league practices, they've all been tried and found true on the high school level.

## PRE-SEASON ACTIVITIES

Give all your varsity prospects reading assignments (by page numbers) in baseball books and magazines in the school library. Coaches should read all the available literature on the game with the idea of gleaned one or two thoughts that

might fit into their particular set-up.

I've mimeographed a list of 26 basic tips which I distribute to young boys on the summer playgrounds and to junior and senior high school candidates. I also give out a 14-page mimeograph booklet containing material on conditioning, warm-ups, base-stealing, fundamentals, and position play. This material can be read prior to the baseball season.

Hold a meeting between coaches and captain for the purpose of discussing personnel problems, possible position switches, weaknesses of opponents due to graduation losses, and the goals for the coming season. My aims are always the same. They are (1) teach some baseball, (2) try to win every game, and (3) have some fun.

One of the toughest personnel problems—that of keeping good substitutes from quitting—doesn't develop until the season gets underway. Here's where the captain can

## BASIC PLAYING POINTERS

1. Always run into a base, never walk. Watch the base coach for signals to hold up or keep going. If not held up make the turn.

2. Always run out all hit balls, including pop flies. Even big leaguers occasionally drop them.

3. Never turn your back on the ball. Know where it is at all times. After reaching a base safely, don't lead off until the pitcher mounts the rubber with the ball.

4. When in the field, think what you'll do with the ball if it comes to you.

5. When an opponent makes a hit longer than a single, the first baseman should watch to see that he touches every base. If he misses a bag, call for the ball and touch the missed base.

6. Since most bases are stolen on the pitcher, not the catcher, study his motion every chance you get. Take a safe lead and "go" the moment he moves into a position from which he can't possibly throw to a base—assuming you've discovered some hitch in his delivery.

7. With an opponent on base, never turn your back to a play, leave a base unguarded, stoop to tie a shoelace, etc., without first calling time out. This particularly applies to pitchers. Too many games are lost by players falling asleep.

8. With the winning run crossing the plate in the bottom half of the ninth, the batter-runner must reach

first safely for the run to count. The batter, in the excitement, will occasionally run only part way to first. Where the opponents are guilty of this, call for the ball and touch the base—even if the hit looks like a homer.

9. On a squeeze play, the ball must be bunted. Offer at any pitch, other than a wild one. On a sacrifice bunt, offer only at a strike—since the runner won't be going until the ball is bunted. Be content just to meet the ball—don't try any fancy bunts.

10. Go up to the plate with the idea of hitting the ball, whether it's the first pitch or the sixth. With two strikes on you, swing at anything that looks like a strike. If the pitch is close enough to argue about, it's close enough to hit. We'll tell you when to "take"; if we don't, take your cut.

11. Both infielders and outfielders should know exactly where to move on all balls hit to the outfield. If a fielder yells for the ball, let him have it. Nearby players should get out of the way and back up the play. The catcher should call the play on infield pop-ups and bunts.

12. When a front runner is involved in a run-down between third and home, the back runner should go right in to third and stand there—except with two out. In that contingency, the back runner should assume a position between second and third.

13. Pitchers should work constantly

on control and speed. Breaking stuff can come later. There's no defense against walks and hit batters. A knee-high inside or outside pitch is still one of the best in the business.

14. When making a put-out at a base, place the glove and ball in front of the bag and let the runner come to you. Don't go after him.

15. When playing the field, study the hitters. Discover the fast runners so that you can get the ball away faster for them. Watch to see if the batter is a late swinger, if he pulls the ball, where he places his front foot, etc.

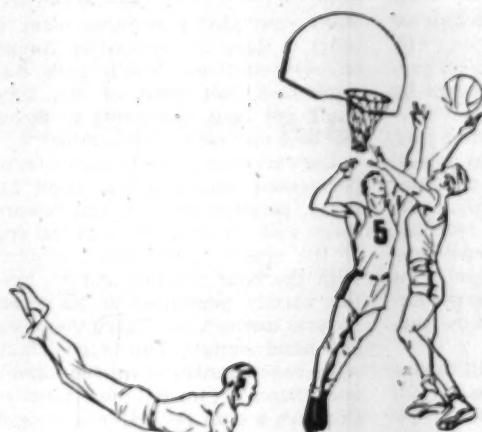
16. After an error is made, it's made. Don't mope over it, but try to make up for it with a good play on the next ball. Come back fighting, not alibiing.

17. When running bases, watch the runner ahead of you; don't run up on him.

18. Don't throw to a far base unnecessarily, permitting a back runner to take an extra base. As a rule, however, throw to the base ahead of the runner, not behind him.

19. Runner on third: Always tag up on fly balls hit to the outfield. You can always score, whether the ball is caught or dropped. When you lead off the base, you may not get back in time to score if the ball is caught. On short fly balls, move up the line to a point that will enable you to return to the base (if the ball is caught) or to reach home (if it isn't).





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help by explaining the coaches' side. In baseball you can't make unlimited substitutions like you do in football and basketball. But there's one thing you can be sure of. Whenever you replace a boy with another player and the replaced player quits, you can bet you were right. If the boy fights back and regains his position, then you know he's the better man—and your problem is solved.

Give the players a copy of your complete league schedule so that they can follow their opponents. This will keep them interested in your team's success.

#### THE PRACTICE

Relaxed players make the best players, and relaxation stems from self-confidence. One of the ways to develop self-confidence early in the season is to have the players field grounders on the gym floor. The balls don't take bad hops, and the boys can practice following the ball into the glove. On the gym floor, you can also check bunting form and batting swings.

Start your pitchers and catchers in the gym. The main thing here is to teach them to use their complete motion. It's at this time that you can get the pitchers to work on what I think is the best pitch in high school ball—a knee-high inside pitch. Get the school shop to make white plywood home-plates, and use these in the gym and out on the field during the warm-up for pitchers. The catcher should give the pitcher a target on every pitch.

Get your team outside as soon as possible. Since the early games are played in bad spring weather, you want to get them accustomed to it as soon as you can. To obviate sore arms, make the players take it easy at the beginning and wear good wool sweatshirts. Hold lots of pepper games, bunting sessions, running, and fly chasing.

Arrange for warm-up games with nearby schools not on your schedule. Explain fully the purpose of the games—to discover talent under game conditions. Winning these games should always be secondary to this goal, though some coaches will do everything to win these games in order to build morale.

These practice games can help you determine the early season batting order. Have your pitchers work only one or two innings in the beginning practices, gradually working them into four or five inning stints later on. When you hold intra-squad games, have the batting team remain up for nine outs (broken up into three innings), thereby giving almost all the players a chance to bat.

After the proper warmups, have your players open up with their throws. (Try to pick a warm day for this.) Make them let the pegs rip, even if the throws are yards off target. They'll never learn to throw by holding back.

Once the season gets underway, most of my practice sessions consist of batting. I figure that the best players in any league will make errors, but a good hitting club can make up for them. Never reprimand a player for a physical error if he uses the right form, and always explain his mental errors in an instructive manner.

I never run an infield drill during batting practice. It increases the chances for injuries, since most schoolboy players can't concentrate on both. They can get enough practice on grounders from the batting drill.

Let the mature players select their own bats, but don't let them pick bats that are too heavy or too long. A 34" bat with good balance is the best weapon for the average high school baseballer.

Encourage your players to spend their leisure time on weekends and vacations practicing batting in groups of three or four. Let them take home their bats and old balls over weekends. Early in the season we practice on Saturday afternoons—because the players ask for it.

In hitting practice, have the players watch the ball into the bat—don't let them turn their heads. For players who step in the bucket, try placing a bat along the side of their front foot. If the player is bat-shy, take him aside and get him to tell you that he isn't afraid. Repeat this prescription until the player is cured.

In practicing bunting, don't allow fancy bunts. Have the right-hand batter bring his right foot up even with the front of the plate and directly face the pitcher, as the latter goes into his motion. We discovered that the opposition gets more upset when they know a bunt is coming than when they don't. The batter should hold the bat horizontally at chest level and let the ball contact it. On sacrifices the runner never breaks until the ball is bunted. We'll always take a walk in place of a bunt.

When practicing base-stealing, put a pitcher on the mound. Then take a position back of the runner leading off first base. Put your hands on his hips and just as the pitcher makes his last possible motion before delivering, shove the runner toward second.

Players on the bench can always be mentally stealing bases. Don't

forget that in most cases the runner steals on the pitcher, not the catcher. Make your club a running team in order to keep the opposition jumpy or over-cautious. You'll look bad sometimes, but most of the time you'll get your opponents to throw the ball around pretty wildly.

Use carefully picked substitutes as permanent base coaches. Look for sharp, peppery players, and reward them with varsity letters at the end of the season. Hold skull sessions with the base coaches and go over the varsity personnel as to speed, natural instinct, etc. Teach them oral and hand signals. The biggest fault with base runners is missed signals and, therefore, missed opportunities. Conduct a club period once a week during the season for the whole team to discuss errors and strategy.

Make your players hustle when practicing or playing. Never allow them to walk on or off the diamond; they should always run. Try to get them to take pride in being called hustlers.

Keep at least one left-hand thrower on the team, even if he isn't a pitcher. He'll come in mighty handy when preparing for an opposing southpaw.

You might give each player a copy of the rules. If you can't get them gratis from a sport shop, you can purchase them for 10¢ apiece. The players should study and know the rules. A lot can be learned about the game from them. Hold periodic question-and-answer sessions on the rules or make up a true-false test. The fellows will get a kick out of comparing their scores.

#### THE GAME

Make up your batting order according to the various abilities of your players. Study your last year's and warm-up games' statistics to find out who got on base the most, who had the most hits, and who had the best rbi record. Put your fastest and best hitters in the first three positions and your hardest hitter in the No. 4 slot.

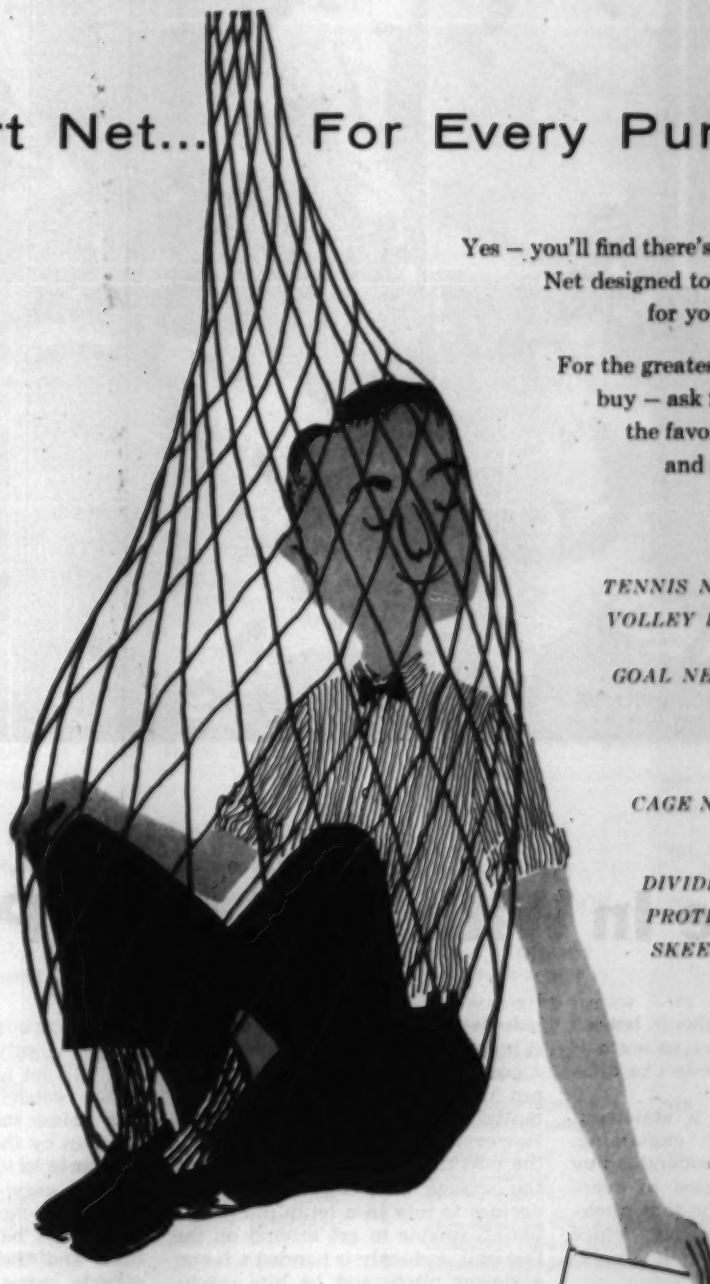
Hold a pep meeting before every game and consider each a big one. The pressure won't hurt the boys, but will help them act like champions. However, don't sell your soul to win a game.

One of the surest ways to win a game is to have a loud, determined bench. It's sometimes difficult to get the subs to whoop it up, but the captain and star players can help in this respect. Good spirit is catching—it creates desire in a dull team.

Make your signals simple, and don't have too many. We've used the

(Concluded on page 43)

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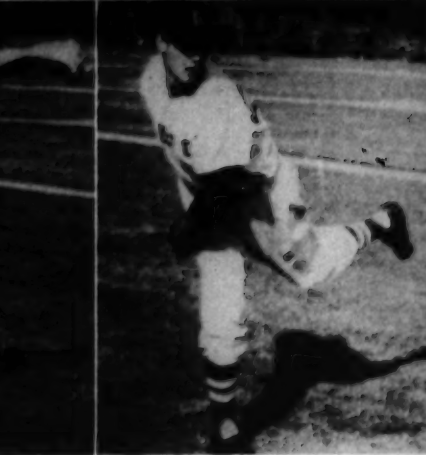




## FREE WHEELER

A tall, lean southpaw, Maury McDermott can really fire the ball. After pumping, he pivots on his rear foot and kicks his front leg up high (first picture), while concealing the ball with his glove. He brings his arm back, steps directly toward the plate, and delivers with a fine, full, smooth overhand motion.

*Courtesy: Ethel Allen*



## Come In With Your Best Pitch!

**O**NE of the most difficult lessons for a young pitcher to learn is that his lessons needn't be difficult at all.

This, obviously, is a statement which demands some explaining. But it will be quickly understood by coaches who've struggled to overcome the general feeling that pitching is an involved science which always transcends simple fundamentals.

First, let me say that I don't underestimate the skill attained by most pitchers on the higher levels of professional baseball. But my thesis here is that pitching is a paradoxical thing: It can be simple or it can be complex.

Unfortunately, many beginners hear so much about the finesse of major league pitchers that they conclude that all the refinements must be attempted. This is a mistake, since in almost every instance the refinements are beyond the immediate capabilities of the young pitcher.

Let's look at a common example. A high school or college pitcher with a good live fast ball—which he can put in the strike zone—is consistently throwing it past the hitters. However, he hears so much about the effectiveness of the slow curve, the change of pace, etc., that he decides to mix in a letup pitch. The batter, unable to get around on the fast ball, suddenly is handed a favor, a slower pitch, and he hits safely.

Of course the pitcher's action is understandable. In recent years the "junk" or slow-stuff pitchers have attained the limelight. Preacher Roe, Jim Konstanty and Ed Lopat gained fame for their ability to win without a fast ball.

What many young pitchers don't consider, however, is that Roe, Konstanty and Lopat had years of experience and, above all, pinpoint

control. It's a basic truth that a pitcher is only as smart as his control will let him be. The most brilliantly conceived sequence is useless unless the pitcher can execute his plan by throwing the ball where he wants to.

As a very simple example, let's say the pitcher decides to throw an inside fast ball to brush the hitter back and then follow up with an outside curve. If either pitch is in the wrong place, the plan probably will fail.

A frequent mistake by the beginning pitcher is to assume that the fast ball should be thrown only as a last resort. And yet the fast ball is usually his best bet. The statement that "You can't throw it past the hitter" is an oversimplification. What you want to know is who's pitching and who's hitting?

In the major leagues, of course, only a pitch of exceptional velocity—like that of Walter Johnson or Bob Feller—fools the hitters on its speed

**By MAL MALLETTE**

*Former Pitcher, Brooklyn Dodgers*



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3-INCH WAISTBAND† for better anchorage	YES	YES	NO
FULL-WAISTBAND STRETCH for gentle support of pouch	YES	NO	NO
FULL-LEGSTRAP STRETCH won't compress pouch	YES	NO	NO
FULL-POUCH STRETCH to eliminate discomfort	YES	NO	NO
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alone. Yet the main pitch of many big leaguers is a well-controlled fast ball. For example, Robin Roberts of the Phillies, perennial 20-game winner, considers himself basically a fast-ball pitcher.

Actually the publicity given fellows like Roe, Konstanty and Lopat stems from the fact they're exceptions to the rule. Few major league pitchers lack an outstanding fast ball; it's the basic ingredient which all scouts look for.

Pitchers who become too fancy too soon only hurt themselves. Last spring the manager of a Class B team was perplexed by the attitude of his pitchers. After watching them fail miserably in the first few games of the season, the manager said, "I don't know what's wrong with these fellows. During spring training they proved they could throw hard, and yet when they get in a game they're afraid to use the fast one."

He concluded that his pitchers had heard so much about changes-of-pace in spring training they were reluctant to use their best weapon—the fast ball. There was one strong-armed pitcher in particular who threw a succession of soft stuff, although on the sidelines he revealed an exceptional fast ball.

Questioned on this, he answered, "I'm not going to let anyone hit my fast ball." It would have been unkind to point out that meanwhile the batters were getting fat off his slow assortment, which was poorly controlled and not adequately set up by letting the batter look at the fast ball.

A major league scout tells the story about a young, hard-throwing pitcher he signed to a Class D contract. When the scout dropped around to see the pitcher work some weeks later, he was amazed to see the supposed fireballer dishing up nothing but slow curves.

Fearing that the boy had hurt his arm, the scout asked why he wasn't using the fast ball. "Oh," came the reply, "I got smart."

To his credit, the youngster wanted to become a pitcher and not remain, as they say in the trade, a thrower. But he had underestimated the thought, experience and practice behind the success of our exemplary trio—Roe, Konstanty and Lopat.

Lopat was a perfectionist. He experimented with a screwball on the sidelines for two years before he dared use it in a game. And he was a student of hitters. He recalls sitting in the bullpen with Ted Lyons (when both were with the White Sox) and talking pitching by the hour.

Konstanty spent years in the minors before attaining his success

ONE of the brightest pitching stars in the International League when with the Montreal Royals, Mal Mallette had a brilliant big league career ahead of him until an arm injury struck him out. At the time he had been the apple of Branch Rickey's eye, and Rickey had drafted him for the Brooklyn Dodgers. Since retiring from the national pastime, Mal has been doing all his "pitching" for The Citizen-Times in Asheville, N. C., for whom he is a crack sports columnist.

with the Phillies. And Roe was once a minor league fast-baller who, in his years with the Dodgers, uncorked the fast one often enough to keep the hitters wary.

Mickey Cochrane, the ex-catching great, recently observed that even in the major leagues, many pitchers are outsmarting themselves. Working on a .240 hitter, said Cochrane, some pitchers make the mistake of trying to nick a corner of the plate with the result that the batter walks.

Veteran pitcher Steve Gromek, now with Detroit, believes that Allie Reynolds was guilty of outsmarting himself during the years he was a hot-and-cold performer for Cleveland.

"Allie would throw two fast ones by the hitter," says Gromek, "and then come in with a little fluttery curve and—wham!" Later, in his great years with the Yankees, Reynolds was largely a power pitcher, relying on a superb fast ball and fast curve.

Emerging from all of this is the lesson that a beginning pitcher shouldn't use any pitch which lessens his effectiveness. As Ted Lyons puts it, "You've got to go with your best pitch—even if it's against a hitter's strength."

The pitcher must be mindful of many considerations. The fast ball which strikes out sandlotters will be less effective against professional players. And the well-planned slow curve which retires the professionals may be walloped by the sandlotters.

As the pitcher feels his way along, he may draw encouragement from the opinion of Jim Turner, pitching coach for the Yankees. Jim insists that a pitcher perfect his fast ball, curve and change-of-pace before experimenting with slow curves, intermediate fast balls, etc.

And if the pitcher wants the rules epitomized in one sentence, there's always the old reliable: "Get the ball over the plate with something on it."





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*Carl Buffenbarger*

Superintendent of Maintenance and Supplies



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By **MAX MOLOCK**

Coach, St. Mary's College, Winona, Minn.

## A Peppy, 10-Minute Two-Ball Baseball Drill

**B**ASEBALL coaches looking for something different in the way of a pre-game warmup may find the answer in the two-ball drill being employed at St. Mary's College. Interesting to both spectators and players, this drill has color and snap. It keeps the players on their toes and provides them with a fast and thorough warmup.

As its title implies, the two-ball drill utilizes two baseballs. But at least four are kept on hand. The extra balls come in handy in case of overthrows, permitting the drill to be continued without delay.

The drill may be divided into eight parts. Here's how it goes:

**PART 1.** Ball No. 1 is hit to the 3rd baseman, who throws to the 1st baseman.

As 1st baseman is releasing Ball No. 1 to the catcher, the coach hits Ball No. 2 to the shortstop. He scoops it up and fires to 1st, who relays it to the catcher.

As Ball No. 2 is being released to the catcher, Ball No. 1 is being hit to the 2nd baseman, who throws to 1st.

As the 1st baseman is releasing Ball No. 1, the coach is hitting Ball No. 2 to the 3rd baseman. He throws it to 1st and latter relays it to the catcher.

As the 1st baseman is releasing Ball No. 2, the coach hits Ball No. 1 to the shortstop, who throws to 1st from where it's tossed homeward.

As 1st baseman is releasing Ball No. 1, Ball No. 2 is being hit to the 2nd baseman who throws to 1st. Latter fires it home and drops back into his fielding position.

The coach then hits two grounders to the 1st baseman who throws them back to the catcher. This ends the first part of the drill.

**Note:** After every relay home, the catcher immediately tosses the ball to the coach (the man hitting to the infield).

**PART 2** concerns hitting grounders to infielders and includes the catcher's throws to the different bases.

Coach hits Ball No. 1 to 3rd baseman who throws to 1st. The 1st baseman throws to the catcher, who relays ball to the 3rd baseman.

As the catcher starts his throw to 3rd, the coach hits Ball No. 2 to the shortstop who throws to 1st.

By this time, the 3rd baseman has fired Ball No. 1 back to the catcher, who gives it to the coach and looks for the throw of Ball No. 2 from the 1st baseman. He catches Ball No. 2 and tosses to the shortstop at 2nd, who throws to the 1st baseman. Latter, in turn, throws Ball No. 2 to the catcher.

As the 1st baseman is releasing Ball No. 2 to the catcher, the coach is hitting Ball No. 1 to the 2nd baseman. Latter makes his normal toss to the 1st baseman and goes over to cover 2nd.

The 1st baseman throws Ball No. 1 to the catcher, and moves into his fielding position.

Catcher receives Ball No. 1 and throws it to the 2nd baseman covering 2nd base. Latter relays it to the 3rd baseman who throws Ball No. 1 to the catcher.

As the 3rd baseman is releasing Ball No. 1 to catcher, coach hits Ball No. 2 to the 1st baseman who throws to the 3rd baseman and gets the ball back from him across the infield. The 1st baseman then throws Ball No. 2 to the catcher. **Note:** After releasing Ball No. 2 to the 1st baseman, the 3rd baseman moves back into fielding position.

As 1st baseman is releasing Ball No. 2 to the catcher, the coach starts 2nd round by hitting Ball No. 1 to the 3rd baseman. **Note:** There's a slight change at the end of this round which concerns the 1st baseman. When he fields Ball No. 2 at the end of the second round, he throws to the shortstop covering 2nd base. The latter relays it back, and the 1st baseman throws to the catcher. This ends the second part of the drill.

**PART 3** concerns the catcher.

Ball No. 1 is tapped out in front of plate to the 3rd base side. Catcher

picks up ball and throws to 3rd. Ball is thrown to 2nd baseman at 2nd, then to 1st baseman and back to the catcher.

Ball No. 2 is tapped to the 1st base side and catcher picks up ball and throws to 1st, 1st baseman to 3rd. (This gives catcher time to get back of home to receive throw from 3rd baseman.) This ends the third part of the drill.

**PART 4** concerns double-play combinations.

Ball No. 1 is hit to 3rd baseman, who throws to 2nd baseman covering 2nd who completes double-play to 1st.

1st baseman throws Ball No. 1 to the catcher who fires to the 3rd baseman covering 3rd, and he in turn relays it back to the catcher.

As catcher starts to throw to the 3rd baseman, the coach hits Ball No. 2 to the shortstop who throws to the 2nd baseman covering 2nd. Latter throws Ball No. 2 to 1st baseman who tosses to the catcher.

The catcher throws to the shortstop covering 2nd. Shortstop throws to 1st baseman who then throws to catcher.

As 1st baseman is releasing Ball No. 2, the coach hits Ball No. 1 to the 2nd baseman who throws to shortstop covering 2nd, and he throws to 1st baseman.

Latter fires Ball No. 1 to the catcher, who whips it to 2nd baseman covering 2nd. He throws to the 3rd baseman and ball then goes home.

As the 3rd baseman throws toward the catcher the coach hits Ball No. 2 to the 1st baseman. Fielder throws to the shortstop covering 2nd and he sends it back to 1st, who shoots it home.

As the 1st baseman receives the ball back from the shortstop, the coach starts his second round by hitting Ball No. 1 at the 3rd baseman.

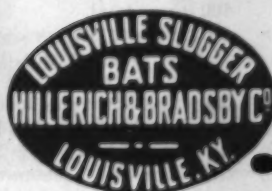
**Note:** At the end of the second round there's a slight change. This is made when Ball No. 2 is hit to the 1st baseman's right side, drawing him away from 1st. The 2nd base-

(Continued on page 62)

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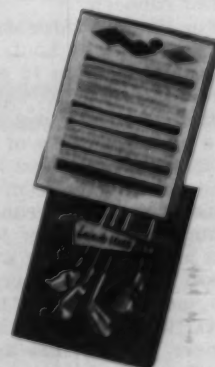
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# Uncovering Distance Talent in Physical Ed Classes

By **SANDY MacLAREN**

*Track Coach, La Jolla H. S., San Diego, Calif.*

**T**HE acquisition of promising distance-running material poses a tough problem for the high school coach. The schoolboy mentor is seldom mobbed by red-hot prospects. Volunteers don't come rushing.

So what is the coach to do? My advice is to concentrate on the physical education classes. It's surprising how many fine prospects can be discovered in the average class.

The following plan has been used successfully at La Jolla for a good many years. During the month of February, all our physical ed classes are given a course in track and field. The first 20 minutes of the period is devoted to instruction and training in the shorter distance races, such as the 440 and 660. The remaining time (25 minutes) is devoted to instruction in the field events, sprints, and hurdles.

We eschew the longer distances, leaving them for the more experienced runners.

For the first three days, the class is given short workouts of 110-yards at a pace of 15 to 16 seconds. Each succeeding day for two weeks, the entire class runs two 220-yard laps at a prescribed pace of 30 to 32 seconds, with a short rest between laps.

Since the boys seem to lose their sense of pace when running in large groups, only three or four boys are run at a time in our workouts. The coach is present at every pace workout, including those of the first three days, to record the time for each runner and let him know how he has done.

At this time, the coach also gives instruction on running form and

the correct methods of relaxation. Sprinting form, as employed in the 100 and 220, is the type we teach—with slight modifications.

The normal sprinter runs well up on his toes. But we teach our distance prospects to come down flat on their feet after contacting the track. This helps them develop a more relaxed, rhythmic stride than would be possible if they stayed up on their toes the entire time.

A definite forward body lean is maintained throughout the running. As the boy drives off the toes of one foot, a straight line can be drawn from the back of his heel to the back of his head, touching his hips and shoulders.

At the end of the two-week period, the class is beginning to learn something about pace and is now in condition for a 440-yard time trial. This trial is held on the last Friday of the two-week period, and conforms to our usual practice of running only three or four boys at a time.

Before the trial, each boy is impressed with the importance of maintaining the 30 to 32 second 220-yard pace for three-quarters of the distance and then sprinting the last 100 yards.

The coach records the first 220-yard time as well as the final time for the (440-yard) trial. He can thus see at a glance which boys are keeping to the pace. By starting the trial in the middle of one straight-away on the track, the 220-yard mark comes directly opposite the finish line, facilitating the timing.

As each boy finishes his trial, the coach is on hand to instruct on form

and relaxation and to tell him his time and lend encouragement. He explains that arm action is used only as an aid in keeping poised and balanced, and that too vigorous an arm action prevents general relaxation of the upper torso and results in unnecessary shoulder action.

Praise is always liberally bestowed where deserved. The boys who are developing the correct pace and who are also relaxing while running, finish strong and very often run under 60 seconds.

The 220-yard pace workouts are continued for another week, now slowing the pace to 32 to 35 seconds in preparation for the 660-yard run. At the end of this period, the majority of the class is ready to try a 660 time trial.

The coach stresses that the object of this trial is not to break any existing school record. On the contrary, he attempts to convince each boy that by sticking to the set pace he's been practicing he can finish the full 660 in reasonably good time, with good form, and without too much physical strain.

In the 660 time trial, the boys keep to their 32 to 35 second 220-yard pace until the last 100 yards, which they are instructed to sprint. The coach reads off the times for each boy as he passes the 220 mark and the 440 mark; and without stopping the watch reads off his final time as he finishes the 660. A student assistant records these times as the coach reads them off.

The coach now has a record for each boy and is able to show him how well he kept to the assigned pace and how his time compares with those of previous classes.

The boys who develop an easy, graceful running stride and are able to run each workout at the correct pace, through a little more effort on their part, usually develop into good distance runners. It has been found that individual instruction, encouragement and praise do much to kindle a "distance" interest in many boys who ordinarily wouldn't give it a second thought.

These factors, along with the training and practice given during the class time, go a long way toward getting boys to turn out for the regular track team as distance runners.

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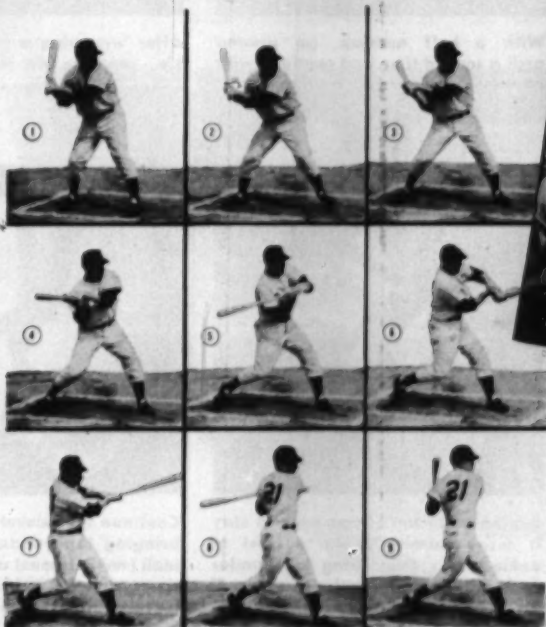
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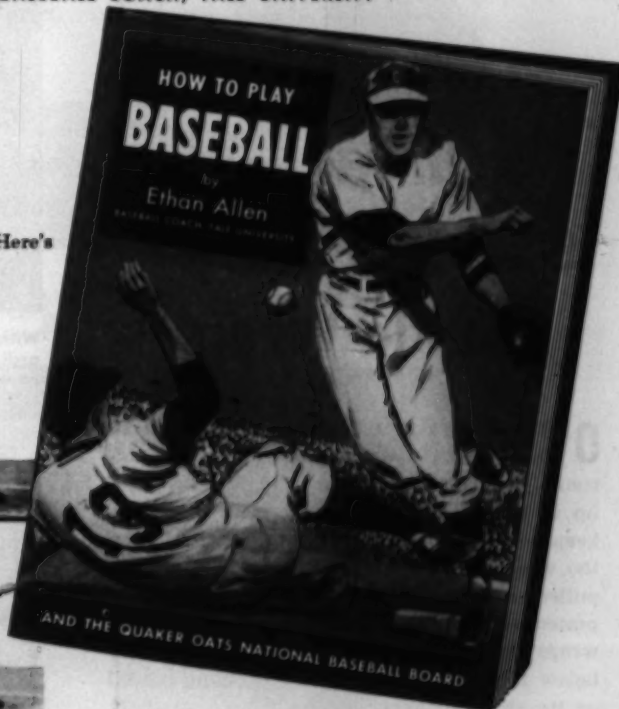
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Use bandage two inches wide and at least 12½ feet long, and wrap over a sock rather than a gauze base.



Start wrap by hooking the end on the inside of the arch and then going around arch one and a half times.



Bring the wrapping across the foot and around the angle below the malleoli (ankle bones).

## Rollie Bevan's Special Figure 8 Ankle Wrap

**O**NE of the greatest trainers in the business, Rollie Bevan employs this simple but extremely effective protective wrap on his charges up in West Point. The athlete is instructed to keep his foot perpendicular to the leg when the wrap is being applied, and the bandage is pulled snug all through the wrapping. To fully protect the area most commonly injured, Rollie wraps the bandage far back on the arch and below the ankle bone. And by bringing it well up the shank or lower leg, he helps support the ligaments, tendons, and fibula—the small outside bone adjacent to the ankle. The black tape in several of these pictures is used strictly for the purpose of clarity.



With a half overlap, go around arch a second time and continue with another half overlap around ankle.



After wrapping arch and ankle, continue up leg with a spiral half overlap to the top.



Beginning at top of bandage to stay it, wrap spirally down to crest of ankle bones, then bring tape under arch with foot angled up and pull up (black tape used for clarity).



Continue the basket weave by bringing tape under the malleoli (ankle bones) and back to the arch with a half overlap (several times) to completion.

Ankle wrap is completed by spiralling tape up lower leg to top of the bandage.

The same wrapping, but using regular white adhesive tape instead of substitute delineative black tape.

X marks spot of common sprains—main reason for wrap being applied far back on arch below ankle bone.

Bend tape in a button or fold so that end can be easily located when removing wrap.





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**Suggestions for early practice sessions, checking  
the squad's progress, and individual instruction**

## Building a Tennis Team

**T**HERE'S a distinct advantage in uniting prospective members of the tennis team early in the year. Players on the school and college level will respond to the coach's invitation to set up a net program, and the first turnout will provide:

1. A general estimate of the group's numerical strength.
2. Opportunity to meet new players and check the return of former team members.
3. Lay the groundwork for practice sessions in good weather.
4. Introduce candidates to your captain and outline a probable playing schedule.
5. Point out the advantages of using a gymnasium backboard (handball court or gym wall) during bad weather.
6. Impress team with the physical conditioning required in tennis; advantages of strengthening leg muscles and respiratory system before the playing season.

**Instructions.** Estimate the experience and potential skill of each player. This may be accomplished at the first on-the-court meeting of new and old members. In this session the coach should:

1. Help newcomers arrange practice sessions with squad regulars.
2. Check on fundamentals: Grips for backhand, forehand, service. Correct bad footwork and outstanding stroke errors.
3. Point out advantages of consistent, short workouts on the court.
4. Suggest correct sizes and weights in equipment.
5. Be certain all players know the location of additional court facilities near the school.

Having laid the groundwork for the varsity matches that will be held in March, April and May, the coach can check the squad's progress each month with his captain or team manager. Not later than the first week in February, a meeting should be called for the following purposes:

1. Outline team aims and advise on any changes in playing schedule.

2. Set up a Roster-Ladder, listing the names of team candidates alphabetically. This will enable players to vie for positions on the squad and will help eliminate any criticism or partiality. Rules in Ladder regulations should be posted. They are:

- (a) A member of the ladder may only challenge the player on the rung directly above. If he wins, he changes places with the loser and may continue to work toward the top of the ladder. Should he lose, he remains in the same position on ladder.

- (b) All matches on the ladder will be a best two-out-of-three-sets affair.

- (c) Challenges must be accepted within two days (except in inclement weather) and the winner cannot be rechallenged during the next 24 hours. (This enables the winner to arrange a match with the player on the rung above him.)

3. Outline the method you will use to pair players for doubles. (I always reserve this right, since some jockeying of positions are necessary during the season.)

4. Clarify and post times for regular practice sessions.

5. Appoint team manager. (Duties: attend sessions, check equipment and regulate ladder.) Explain care and amount of equipment the school will allot for squad use.

6. List penalties that will be inflicted for failure of members to appear at regular practice sessions.

7. Stress importance of regular, healthful diet to physical conditioning. Explain the necessity of obtaining sufficient rest.

The progress of the team will now depend on the material and your ability to suggest improvements. I've found it helpful in instructing at Memphis State College to:

1. Start each session with specific practice directions, devoting one or

more meetings to groundstrokes, net play, service, and footwork.

2. Spend a half hour at each session observing play and taking notes of weaknesses, ineffective stroking and lack of concentration.

3. Spend an hour on hitting balls with players, stopping rallies to point out individual mistakes and correct methods.

4. At conclusion of each session, I hold blackboard drill to illustrate effectiveness of fundamentals, form and strategy.

Some of the best teams I've produced in the Army, at Memphis State College, and the Memphis Country Club obtained excellence through close cooperation between coach and players, a clear understanding of objectives, and the encouragement of individual efforts.

When team matches begin, I make an effort to check the courts and have the playing surfaces in top condition. (We use a green canvas on backstops.) When playing against the wind, I advise the players to stroke the ball harder, watch the ball closer because it's more difficult to center on the racket, and to aim for areas well inside the confines of the base and alley lines.

During the match, it isn't wise to intercede, offering counsel. But I suggest that the players confer with me at the conclusion of any set which they lose.

When it's apparent the player has given his best and lost, I'm careful to point out the favorable aspects of his game, leaving criticism to a future, more opportune time.

Here are factors which the coach will find helpful in aiding members of his squad:

1. **Overhitting.** We can all strike a ball harder than our ability to control it. Save your best shots for the time they'll produce points!

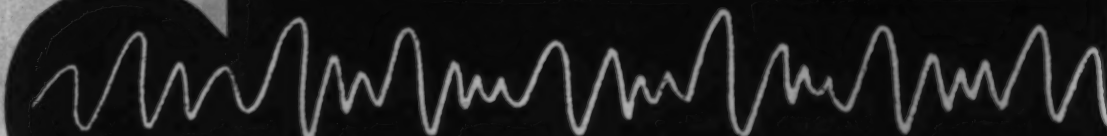
2. **Playing too close to baseline.** This makes you handle too many deep returns at your feet. Unless moving to the net, it's best to play deeper against hard hitters.

3. **Failure to exploit opponent's**  
(Concluded on page 63)

**By JOHN A. KRAFT, Jr.**  
Tennis Pro, Memphis Country Club

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• **SHOULDER PADS.** Wilson's T-Square pads feature entirely new double shoulder cap and web-locked epaulet, lending squared-off blocking-tackling area which enables player to make solid contact and hold it.



• **FOOTBALL.** Rawling's R5 ball fits natural contour of hand, its Gyrometric shape making for superior ball-handling, passing and kicking. It's also treated with exclusive "Formula 15," the finest all-weather gripping surface in football.



• **EXERCISER.** Health-a-Tred features heavy nylon-lined belt over solid base, simple adjustment which raises or lowers pitch to desired degree, side-mounted handles allowing normal walking posture. (Health Activity Co.)



• **FIELDER'S GLOVE.** The MacGregor Co.'s Robin Roberts' model is a four-fingered glove with extra large one-piece palm and extra long fingers. Double-laced "spider web" and lace through thumb, palm and little finger assures a permanent deep ball pocket.

• **FLAT BACKSTOP.** The Austin Fence Co.'s flat backstop is an 8' by 8' affair of hot-dipped galvanized welded construction covered with No. 9 gauge wire. Can be set in sleeves in the ground to make portable. It is ideal for baseball and softball diamonds on school, recreation, and playground areas.



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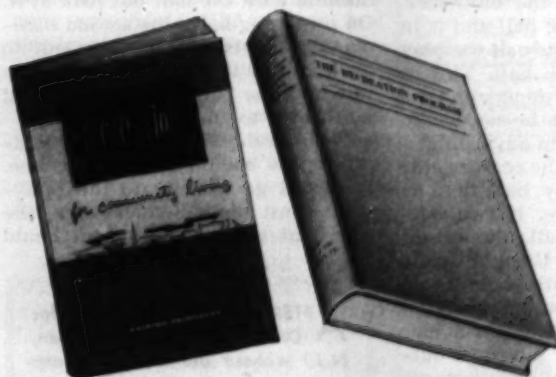
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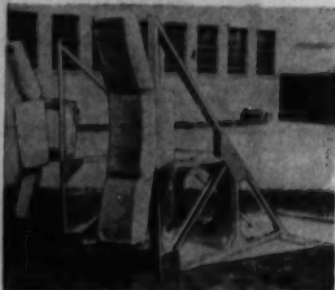
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## Playing the Outfield

(Continued from page 9)

With a left-hander at bat, the left fielder should move closer to the infield as well as to his left. With a right-hander at bat, the right fielder should move in a few steps as well as to his right. This stems from the fact that a hitter's power lies primarily in pulling the ball. A ball hit to the opposite field is far less likely to go for distance than one that is pulled.

A batted ball hit in the air to either left or right field, if it curves, will always curve toward the foul line. This irrefutable law of physics can be of great importance in enabling an outfielder to handle balls hit in the air. I've added the words "if it curves" to allow for the occasional strong wind which can affect the flight of any batted ball.

### WHEN TO MAKE THE PLAY

An outfielder should call for all fly balls which he intends to handle whenever there's any doubt as to who will make the play—and he should call out loud and clear so that there's no mistaking his intention. Once he calls for the ball, he should go get it unless shouted off by someone in better position to call the play.

A fly ball which can be handled by either an infielder or outfielder should be taken by the outfielder. He's coming in on the ball and is in much better position to call the play as well as catch the ball. This is particularly so with runners on base when a throw might be needed to prevent a runner from advancing.

As a general rule, the center fielder should handle any ball that he can get. Furthermore, if two outfielders call for a ball, the center fielder should take it. Using this rule as a guide will greatly help avoid confusion. The reasoning behind it is quite apparent: The center fielder is usually the best of the three outfielders and he generally plays deeper and has the play more in front of him than the other two.

### GROUND BALLS

It's a good practice for outfielders to work out in the infield as often as possible in order to learn how to handle ground balls more effectively. Clean handling will prevent many an extra base and possible run.

When his team is leading by more than one run, an outfielder should

play safe on ground balls by blocking them. In this situation, a quick return to the infield isn't imperative and blocking the ball will keep it from getting through for extra bases.

If a game is being played in a park with a rough outfield, it might be well to block all ground balls, regardless of the situation.

An outfielder should charge all ground balls, even those he intends to block. Once again, this can prevent the runner from taking an extra base and might, in some cases, mean an out at the plate rather than a run.

### MAKING THE THROW

In dealing with the problem of runners, a good rule to follow is always throw ahead of the runner. In the 1955 World Series, Jackie Robinson gave a good example of what happens when the throw is made behind the runner. He took an important extra base on Elston Howard's throw to second after he had rounded the bag. If the throw had been ahead of the runner, that is, to third base, he would have had to stay on second.

A ball handled by the outfield should be returned to the infield immediately. That's where the play will be, and an outfielder can do nothing with the ball but look at it. On most long balls, the second baseman or shortstop will come out to assist and if there's no specific base to which the ball must go, it should be thrown to one of them.

With a relay needed, the outfielder's throw should be the long one. It should go directly to the relayman, chest high. Remembering the rule that the second throw should

**A**FTER pitching three years for Drew University (Madison, N.J.) without defeat, Lew Watts was signed by the St. Louis Browns in 1947. There followed four years of professional ball with nine different clubs, ranging from Class A to Class C. "My chief distinction," he says, "was being possibly the worst hitter who ever played pro ball." Since hanging up his glove, he has been serving his alma mater as baseball coach. A superb technician, he has written a book on the game which will be out later this spring.



be the short one will insure much more accuracy in the important throw to get the runner.

When throwing the ball home or to a specific base, the outfielder should use the cut-off man as his target and should throw directly to him, chest high. Then the ball will be in proper position to be cut off or, if the cut-off man lets it go through, it will be a perfect throw to the catcher or baseman.

The throw to a base should arrive on one bounce. This makes the ball much easier to handle by the baseman. Hitting the cut-off man in the chest, as outlined above, will insure a good throw to the base, one which arrives on one bounce.

Ordinarily, outfielders can set up a double play by throwing to second on a single. Even if it allows another runner to advance, the throw to second will hold the batter at first, thereby creating a double-play situation. This should always be done if the runner to be held at first represents the tying or winning run.

With the bases loaded in a close game, the outfield should throw the ball home on a single, since more than one runner will be trying to score and since a cut-off man will be in position to handle the ball if a quick throw to another base is needed.

#### BACKING UP THE PLAY

The outfielders should make themselves useful even when the ball is in the infield. One of them should be in position to back up any throw from one infielder to another, and this includes throws from the catcher and pitcher on bunts and pick-offs.

It's a good idea, if a pre-arranged pick-off play is being used, to flash the signal to the outfield so that they can be ready to move into position to back-up the play.

As for specific assignments:

*The right fielder* should back up first on all bunts and pick-offs. He should back up second on all throws from the left side of the infield.

*The center fielder* should back up second on all bunts and plays at that bag.

*The left fielder* should back up second on all plays from the right side of the infield and should back up third on all bunts and pick-offs at that base.

The execution of these assignments will insure a team against losing many bases on over-throws. This is all part of the aforementioned principle that outfielding isn't a stationary job. The outfielders should be moving into position to



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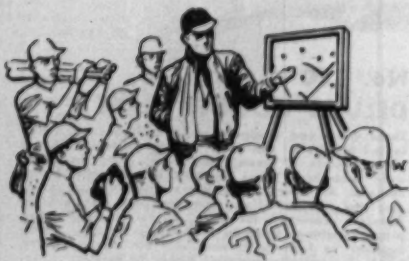
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help out on any play and they should start moving as soon as they anticipate a play.

A word of caution should be added at this point. The outfielders shouldn't leave their positions to back up a base on a steal or sacrifice until the ball has passed the batter, lest he swing at it and hit the ball to the vacated spot.

### SPECIAL SITUATIONS

A special situation, of which the left and right fielders should be aware, arises when the batter hits a long foul fly with either the tying or winning run on third late in the game. If there are less than two out, the ball should not be caught since this would allow the runner to score after the catch.

The percentage of runners thrown out at home plate is very small. Unless the run is very important or the chance of catching the runner at the plate is very good, it's usually preferable to keep another runner from advancing to scoring position.

Regardless of what other factors enter into the situation, one cardinal rule which must be kept in mind by an outfielder at all times is that he should try to keep the tying or winning run as far from home as possible.

The ideas outlined above, while not guaranteed to make a man a good outfielder, will, I feel sure, go a long way toward improving the defensive play of outfielders, both individually and collectively. If observed and practiced, these principles can save several runs and possibly even a few ball games during the course of a season.

## New Practice Methods

(Continued from page 16)

ing 220 or 440 or 880 far faster than we've ever believed possible.

It's said that familiarity breeds contempt. Maybe familiarity with fast 220's or 440's will breed the same contempt for slow pace among our runners.

All of this may involve times for schoolboys far beyond your dreams. Maybe you have milers trying to break 5 minutes rather than 4 minutes. But the theory is still worth investigation and trial.

I've always worked on the idea that the good Lord never made it a law of nature that great track prospects can be found only in large schools. Who knows where the 1960 Olympic champions are right now? Maybe it's time we started testing to find them.

## Winning H. S. Baseball

(Continued from page 24)

same signals for years. They consist of the take, steal, bunt, and run-and-hit. While at bat, have your game pitcher and catcher sit together on the bench. They can talk over their problems at that time.

Don't let your players become a bunch of umpire-baiters. It's all right to protest a doubtful decision, but don't let the griping continue, or the players will become more concerned with alibiing than with playing good ball. I always feel that if a pitch is close enough to argue about, it's close enough to hit.

Have your players talk to one another on the field—this helps them on fly balls and grounders—and always have them make sure of one out on every play. This will help prevent a big inning.

We have a third-base pickoff play that's got us out of some tight spots. In a close game with an opponent on third and a possible squeeze play on, we have our third baseman (by a pre-arranged signal) play up even with the pitcher and rush in toward the batter. The pitcher throws wide to the catcher, and the catcher pegs to the short stop covering third. Even if the play fails, it helps keep the runner from taking any liberties. We used it successfully five times last year.

It's also a smart practice to teach a first baseman to get rid of the ball fast after a close put-out at first. If there's any doubt in an umpire's mind about the play, this quick action may dispel it.

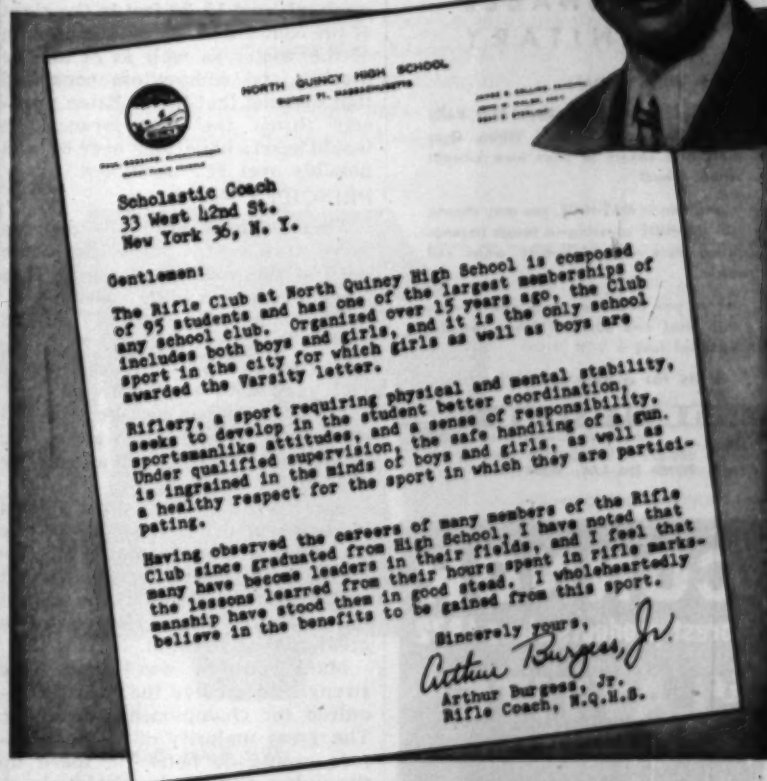
When we put men on first and third, we sometimes try to draw a balk from the pitcher. The runner on first takes a big lead and, as soon as the pitcher steps on the rubber, he breaks for second. Most young pitchers will step toward first and then throw to second. If he steps correctly, we put on a delayed steal.

I believe in playing for one run right from the start. It's just possible that a big inning will result anyway from the opposition throwing the bunted ball around. You may also discover a major weakness early in the game, such as a poor fielding pitcher or third baseman, a poor throwing catcher, a weak first baseman, etc.

No matter how many errors a player makes, never take him out of game for that reason while he's in the field. If you do, that boy is lost to you from then on.

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## Basic Shot-Put Principles

(Continued from page 7)

The evening at Madison Square Garden that Parry O'Brien set a world's indoor record of 59'4" (with a leather-covered shot), the record throw landed almost on the running track, at least 15-20 feet to the right of the center line. It was the opinion of the writer as well as of all the coaches and competitors consulted that evening that had O'Brien properly thrust the shot forward, it would surely have gone over 60' and possibly over 61'.

### PRINCIPLE NO. 2:

**The shot must gradually pick up speed as it moves across the circle until at the moment of release it is traveling at maximum speed.**

Maximum speed is simply defined as the greatest velocity that the athlete can deliver to the shot. It will vary with each individual.

Acceleration can best be achieved by a burst of force from a rear leg drive, back lift, arm push and finally wrist and finger snap.

Sam Francis' indicated that "rapid increases in velocity are expensive in terms of force demanded." Reduced to lay terms, he means that the rapid acceleration of the shot at the center of the circle requires a great deal of strength.

Many putters don't have the strength to achieve the velocity required for championship distances. The great majority of them, therefore, would do better to speed up the initial glide across the circle. A fast glide, followed by a faster putting action will result in greater distances.

However, too much speed—that is, uncontrolled speed—at the rear of the circle usually results in a pause at the center of the circle as the athlete attempts to maintain or regain balance, thus decreasing the speed of the shot across the circle.

The pause at the center of the circle is a common fault, but for a different reason than outlined above. It's usually the result of the mistaken notion that the body must "dip," "cock," or "wind-up" prior to the actual put. The shot slows down and then must be reaccelerated to achieve the proper velocity and, with it, distance. This is a difficult thing to do and still compete on a championship level.

In order to eliminate this fault, it would be wise to concentrate on as-

suming the correct putting position before the right foot strikes the ground near the center of the circle, thus eliminating the need for the dip. It can best be accomplished by assuming the correct position at the rear of the circle, maintaining it across until the actual moment of the put.

You cannot overemphasize the importance of delaying the arm push until the large leg and back muscles have done their work in accelerating the shot. It's much easier for the arm to push a shot already in motion than it is to push a dead weight. The 12 or 16 pounds will seem to be lighter.

### PRINCIPLE NO. 3:

**The athlete must deliver the final impetus to the shot from as far back and as low as possible to enable the large leg and back muscles to be brought into play and thus allow a longer opportunity to build up speed into the shot.**

The position of Jim Fuchs at the moment he began his actual put shows the trunk of his body almost parallel to the ground and his rear leg well-bent. The strength of his leg and back muscles enabled him to achieve this position.

It would be wise to point out here that an athlete shouldn't imitate Fuchs but rather discover the position best for himself—one that will allow him to get back and under to deliver the long punch with speed.

O'Brien, on the other hand, reaches his low point at the rear of the circle but rises as he moves across the circle. At the center, his body is still twisted toward the rear but his legs and trunk have extended. His drive forward and up actually begins at the rear of the circle. With no pause at the center of the circle, O'Brien continues the drive with as much speed as possible.

### PRINCIPLE NO. 4:

**In the actual put of the shot, the forward foot becomes the fulcrum of a tremendous lever force, the body, as it drives over that foot.**

In their anxiety to start the put before being in position to do so, some athletes rotate their hips forward, opening the body to the front and placing the front foot far to the side.

When the rear foot begins its

drive forward and up with the forward foot out of position, there's nothing to support the weight of the body and the athlete frequently fouls. The ball of the left foot should be just a few inches to the left of the right foot.

There have been instances of athletes with a great deal of speed and strength succeeding with an "in-the-bucket" foot placement. Elmer Hackney, Kansas great of nearly 20 years ago, and Bill Watson of Michigan were examples of the speed type, while Stan Lampert of NYU was an example of the strength type. However, these are the exceptions and not the rule.

#### VALUE OF LEFT LEG

It's only in recent years that the value of the forward foot has been recognized. Cromwell and Wesson<sup>2</sup> pass over this phase very lightly when they advise reminding the athlete often that "the main driving force behind the shot comes from the legs and body." The plural of the word leg suggests that they may have been thinking of the left leg as more than a brace to keep the body in balance.

Bresnahan and Tuttle<sup>3</sup> offer no advice for the left leg other than having the body weight transferred to it.

On the other hand, Frank Ryan,<sup>4</sup> co-coach at Yale, describes Jim Fuchs' left leg as making "a definite contribution to the drive."

Jess Mortensen,<sup>5</sup> head track coach at USC, in describing Fuch's form concurs that "he follows through and gets a last lift from his left leg, which adds a deal to the length of his drive and follow through." He points out that Hooper and O'Brien both make good use of the left leg.

Lampert and Mayer both agree that the left leg is far more important than most putters seem to realize. The left leg lifts as the body rides over it, adding to the height of the put as well as to its speed.

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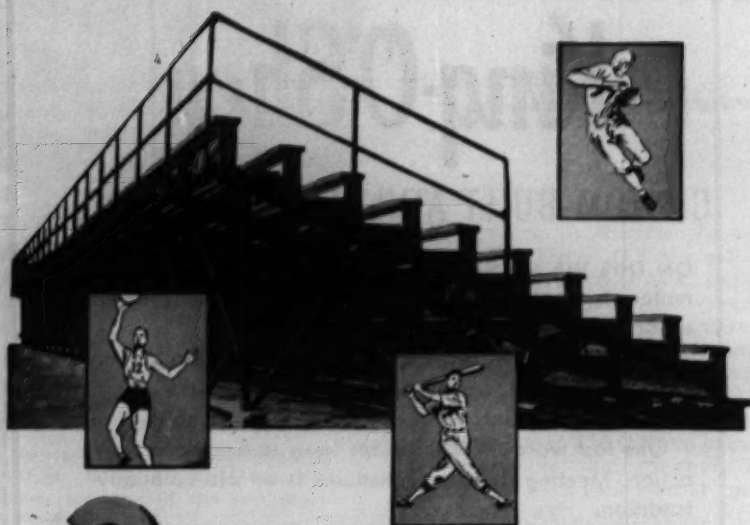
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## Batting Pointers

(Continued from page 13)

**Follow through.** After contact is made, the bat and body should follow through naturally. The hitter shouldn't cut off his swing. The "breaking" of the wrists and the subsequent follow through furnish the distance.

When properly executed, you'll hear a real "crack" of the bat contacting the ball and the "apple" will take off. A batter may shorten up on his backswing, particularly if he has two strikes against him, but he must follow through on his swing to be successful.

**Keeping eyes on the ball.** Whether hitting away or bunting, the batter should keep his eye on the ball until it actually contacts the bat. The head must be kept still. Beginners have a habit of pulling it away from the ball just before contact, thus taking their eyes from the ball. Even good hitters will occasionally be guilty of this. Good coaches will look for this flaw as soon as a hitter starts failing to meet the ball properly.

### THE MENTAL SIDE

Except when the score is one-sided or the batter must take the pitch, he should mentally gear himself to hit every pitch. I cannot impress this point too strongly. He who hesitates or waits until the ball reaches the plate, is lost.

Through experience, the batter will learn to lay off bad pitches that must be reached for and tough corner pitches that aren't suited to his swing (unless he has two strikes against him).

There's nothing wrong about hitting the first pitch or the first good pitch. The batter may not get another fat one to swing at. By slamming the first good pitch hard, he also puts the onus on the defense. Another point to remember on this score is that many pitchers get real tough when they discover you're a "looker"—that they can get ahead of you by simply putting the ball over the plate.

The batter should be permitted to go to the plate as free in mind as possible. He shouldn't be weighted down with "instructions" and various "dos and don'ts." He should be relaxed both in mind and body.

Though some players have become famous as "bad ball" hitters (Joe Medwick and Yogi Berra are conspicuous examples), they're the exceptions to the rule. A batter should learn to pick the right pitch, and should concentrate on hitting every pitch to the best of his ability.

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Bad balls are difficult to hit safely. A high pitch will invariably be popped up, a real low pitch will be chopped into the ground, an inside pitch will be hit on the handle, while an outside pitch will be nubbed off the end of the bat. Very few of them will be hit with any authority.

In searching for the right pitch, a man can be more critical while leading off, inasmuch as a walk is frequently more damaging mentally to a pitcher than a hit. Other than that, the batter should hit the first good pitch and he won't get in the hole.

Of course a batter with two strikes on him can't afford to be too selective. He must protect the plate, offering at anything that looks like a strike.

A batter with real determination is tough to retire. Determination is built through confidence, and confidence is developed through practice, desire, and ability. A batter who sets himself, keeps his eye on the ball, and defies the pitcher to throw the ball by him will invariably get a piece of the ball when he swings.

Hitters shouldn't guess with the pitcher, but should assume that every pitch will be a fast straight ball. They can then adjust to a curve or a slow ball. But if they look for the curve and the ball is a fast one, they won't be able to adjust—the ball will go by them too quickly.

In building a positive attitude, encourage your hitters by telling them to hit the first good pitch. Don't complicate the problem by instructing them to watch for the high hard one, the curve, the slider, the knuckler, or anything else. Where the batter is balanced and poised, he'll be able to hit anything over the plate.

It's also a good practice in batting drills and games to instruct your boys to hit the ball right back at the pitcher. This straightway hitting helps the batter to avoid falling away and stepping into the ball too much. If he can actually hit sharply back through the middle, the percentage will be with him, since the largest hole in the infield is between shortstop and second base.

To bolster the boy's confidence when men are in scoring position, keep reminding him that the pitcher is now in the hole and that as long as he (batter) keeps swinging he's dangerous. No one yet has rapped out a hit or batted in a run with the bat on his shoulder.

The good competitor will be in there swinging with men on, and that's what you should encourage all your hitters to do. The next step is to have them swinging with nobody on—since somebody must start that rally. They don't pay off on first



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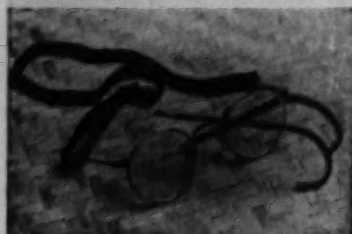
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downs in football or on men left on bases in baseball. You've got to score to win—and the best way of doing it is by hitting.

Don't rely on wearing down a good pitcher; an ace reliever may rush in to stop a late rally. Prepare to score first and as often as you can. Put the pressure on the other team and then let them try to catch you.

At the same time, you don't want the boys swinging indiscriminately—when the percentages are against it. When the opponents are several runs ahead or when the pitcher is having trouble controlling the ball, it's a wise practice to take a first strike. This forces the pitcher to make extra pitches, and may cause

him to tire later in the game.

When the infield is in, the smart hitter will just try to met the ball rather than kill it. With nobody on and two out, it definitely pays to go for distance—unless you're more than a run behind, in which case the whole idea is to get on base.

A relatively new innovation in batting is the use of a protective helmet. It's a good idea to begin using one before being hit rather than after—since a blow on the head may cause the player to become plate shy. I feel that a protective helmet is a help in relaxing the hitter and enabling him to follow the flight of the pitch with more confidence and concentration.

## Modern Interval Training

(Continued from page 20)

the school year "in condition." They can still experience all the reasonable enjoyments and relaxation of vacation, and yet have a background of running: on the beach, on the city sidewalks, somewhere, sometime, each day.

A week or so of preliminary "easy" work on the cross-country course will then prepare the way for the faster running that is so essential. Swedish "Fartlek" is one of the best plans to follow, with its interesting variation of pace up and down hills, with fast running whenever the group "feels like it" or when the ground surface permits.

American coaches vary a great deal in the extent to which they use "Fartlek" in training for competitive cross-country, but it is certain that, from a physical standpoint, "Fartlek" can be a much more strenuous form of training than is the traditional even-paced running. Yet, because of its freedom from the stop-watch and the demands of an exact distance and an exacting coach, it creates little of the tension and resistance that methods to "hurry" conditioning by time trials under the watch tend to do.

Even when the cross-country season has been intensely competitive and rigorous, men following a "Fartlek" and interval training program will need only a week or so of "rest"; in fact, many simply transfer their clothes to the track locker room and continue daily running without question.

A planned program of interval training can be started immediately. Physically the men have just the right background for it and mentally it is the most interesting of all track training programs. Above all,

it's important that each man have a clear understanding of his own program, not merely *what* he is doing but *why* he is doing it.

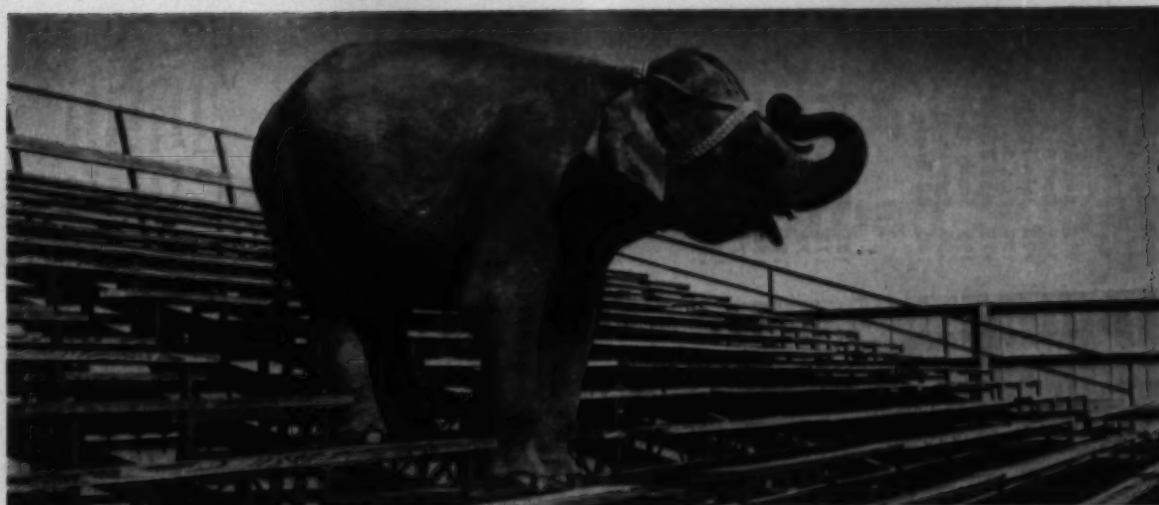
No coach can do as good a job of assigning work on the basis of his own judgment alone as can a well-informed and thoughtful runner working with the advice of an intelligent coach. Together they afford broad experience and judgment plus an intimate knowledge of so many details which only the runner himself can possess; separately, some essential of this important "whole" is certain to be missing.

Runners should understand, first, that conditioning for running is primarily a matter of building resistance to the many effects of fatigue (production of lactic acid, lowered oxygen supply to the muscles, decreased sensitivity of muscle fibers to stimuli, etc.). This is done by gradually increasing, as muscle efficiency improves, the amount of work that is done, much as one gives increasing dosages of vaccine in building resistance against certain diseases.

(Next month: Coach Doherty will conclude his absorbing treatise with a study of short-interval pace-endurance workouts, short-interval speed-endurance workouts, and long-interval training.)

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- <sup>7</sup>Dr. Ernst Joki, "The Heart of the Athlete", *Journal of Health-Physical Education-Recreation*, November 1955, pp. 22-3.



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## ENDS

Coach	Wt.	Ht.
Eddie Race	185	6.
Julian Dyke	180	6.1
Hal Sherback	180	6.
Jerry Lee	180	6.3
Duane Maley	195	6.2
Harold Schrupp	200	6.2
Ralph Webster	195	6.1
Warren Beson	205	6.2
Dewey Johnson	200	6.2
Joe Coviello	180	6.
Bill Hemrick	205	6.3
Pete Sachon	215	6.4
Bob George	190	6.2
	185	6.2

George Blommel (St. Catherine's) Racine, Wisc.  
 Arnold Davis (Forest Park) Baltimore, Md.  
 Bill Edinger (Missoula) Mont.  
 Larry Feaster (Grand Island) Neb.  
 Deron Johnson (San Diego) Calif.  
 Ray Kinnaman (Centralia) Wash.  
 Albert Long (East) Columbus, Ohio  
 Brian McNeely (Arlington) Mass.  
 Thomas Mae (Edina-Morningside) Minn.  
 Gene Moore (Roswell) N. M.  
 Tom Simonovich (Memorial) West New York, N. J.  
 Larry Stevens (Angleton) Texas  
 Allen Whitner (Norview) Norfolk, Va.  
 Dick Woolstenhulme (Roseburg) Ore.

## TACKLES

Coach	Wt.	Ht.
Bill Ludwig	190	5.10
Carl Nichols	235	6.2
Charley Tate	195	5.11
Ralph Dow, Jr.	205	6.2
Charles Thackara	205	6.2
Ticky Vazconcellos	240	6.5
Wilson Matthews	195	6.1
Bill Green	197	6.1
Anton Antonides	200	6.1
Cleat Cleewood	198	6.
Elvan George	220	6.4
Neil Brown	193	5.9
Kurt Kampe	205	6.1
	202	6.

Ronnie Bostian (Boyd) Salisbury, N. C.  
 Tom Budrewicz (Greenfield) Mass.  
 John Faurtado (Senior) Miami, Fla.  
 Morris Kelley (Smith-Cotton) Sedalia, Mo.  
 Tom McNeely (Arlington) Mass.  
 Clyde Murrell (Hamilton) Ohio  
 George Nautana (Roosevelt) Honolulu, T. H.  
 Frank Plogge (Senior) Little Rock, Ark.  
 Rex Reeve (Olympus) Salt Lake City, Utah  
 John Sawin (Vocational) Chicago, Ill.  
 Donald Stallings (Rocky Mount) N. C.  
 Jerry Thompson (Ada) Okla.  
 Ernie Westwood (Clairton) Pa.  
 Thelvis Wienlecke (Arthur Hill) Saginaw, Mich.

## GUARDS

Coach	Wt.	Ht.
Sam Bowiby (Davenport) Iowa	210	6.3
Bobby Catton (Nicholls) New Orleans, La.	178	5.11
Sam Caudle (Abilene) Texas	180	5.8
Sonny Dillard (Athens) Ga.	170	5.10
Darrell Foraker (P. S. du Pont) Wilmington, Del.	190	5.6
Norton Geller (North Hollywood) Calif.	187	5.10
Bob Hain (Davenport) Iowa	220	6.1
Billy Jack Moore (Ada) Okla.	194	5.9
Richard Rohlf (Kirkwood) Mo.	195	6.
Ed Sojka (Roosevelt) East Chicago, Ind.	201	5.10

Sam Bowiby (Davenport) Iowa  
 Bobby Catton (Nicholls) New Orleans, La.  
 Sam Caudle (Abilene) Texas  
 Sonny Dillard (Athens) Ga.  
 Darrell Foraker (P. S. du Pont) Wilmington, Del.  
 Norton Geller (North Hollywood) Calif.  
 Bob Hain (Davenport) Iowa  
 Billy Jack Moore (Ada) Okla.  
 Richard Rohlf (Kirkwood) Mo.  
 Ed Sojka (Roosevelt) East Chicago, Ind.

## CENTERS (LINEBACKERS)

Coach	Wt.	Ht.
Warner Alford (McComb) Miss.	175	6.
Keith Bohannon (San Lorenzo) Calif.	204	5.10

Warner Alford (McComb) Miss.  
 Keith Bohannon (San Lorenzo) Calif.

Coach	Wt.	Ht.
Ken Germann	210	6.
Carl A. Coleman	205	6.1
John Frederick	220	6.2
Pete Susick	189	5.10
Max Burnell	175	5.11
Sandy Phillips	195	6.
Pete Lanz	230	6.4
Gil Every	180	6.

Bill Draddy (Iona) New Rochelle, N. Y.  
 Jerry Graves (Big Spring) Texas  
 Earl Kohlhaas (Mechanicsburg) Pa.  
 Robert Peterson (Marshallfield) Coos Bay, Ore.  
 Jack Stifferman (St. George) Evanston, Ill.  
 Sam Stettella (Nurley) N. J.  
 Tom Walsh (East) Youngstown, Ohio  
 Doug Willis (Longmont) Colo.

## QUARTERBACKS

Coach	Wt.	Ht.
Bruno Marana	185	6.1
Chester Fritz	175	6.
Robert Wallace	178	6.1
Junius Farrell	195	6.1
J. C. Prejean	185	6.2
Al Conway	175	6.3
Paul F. Ryan	185	6.
J. W. (Pinky) Bobb	190	6.2

Larry Bielat (Center Line) Mich.  
 Frank Eastman (Hermittage) Richmond, Va.  
 Lowell Hughes (Prestonsburg) Ky.  
 George Izo (Barberton) Ohio  
 Charles Milstead (Tyler) Texas  
 Phil Secouden (North Kansas City) Mo.  
 Donald White (Haverhill) Mass.  
 Harvey White (Greenwood) S. C.

## HALFBACKS

Coach	Wt.	Ht.
Clint Webber	185	5.11
Harold Tacklessen	160	6.
Max Liggitt	163	6.
Dutch Vogel	165	5.6
Chuck Jaskwich	180	5.8
Jim Darnell	175	5.9
Humpy Heywood	178	5.10
Mike Haddad	174	5.9
Fred Tuttle	175	6.
Mike Campbell	165	5.11
Tommy Eck	158	5.10
Bob McNea	175	6.2
Lauren Hooge	180	5.10
Homer Smiles	195	6.2
Max Carlisle	180	5.10
	175	6.

Gary Boer (Salina) Kans.  
 Ed Badell (Burlington) Iowa  
 Bob Brandt (Denison) Iowa  
 Frank Gupton (Trinidad) Colo.  
 Eddie Hart (Kenosha) Wisc.  
 Brewster Hobby (Midwest City) Okla.  
 Calvin James (Bayler) Chattanooga, Tenn.  
 Fred Julian (Pershing) Detroit, Mich.  
 Chuck Kaufman (Poly) Brooklyn, N. Y.  
 Donald King (Lafayette) Buffalo, N. Y.  
 Claude King (Vicksburg) Miss.  
 Brad Leach (Thornton) Saco, Maine  
 Willie Mack (Mansfield) Ohio  
 Tom Robbins (Rochester) Minn.  
 Ray Swift (Fairfield) Ala.  
 George Viviano (Central) St. Louis, Mo.

## FULLBACKS

Coach	Wt.	Ht.
Henry T. Knowlton	175	5.9
R. V. Johnson	175	5.9
James Brown	196	6.
Pete Rutinski	185	6.
Maurice Moulder	180	5.11
A. V. Ippolito	195	6.1
Gene Eversky	220	6.1
P. A. Noble	198	6.

Joe Bellino (Winchester) Mass.  
 Dolph Camilli (Santa Rosa) Calif.  
 Billy Cannon (Istrouma) Baton Rouge, La.  
 Jack Davidson (Roosevelt) East Chicago, Ind.  
 Sal Genzales (Gadsden) Anthony, N. M.  
 Mike Ippolito (Long Branch) N. J.  
 Pete Jaeger (Branxville) N. Y.  
 Ken Kirk (Tupelo) Miss.

# 1955 All-American High School Football Squad

**T**HOUGH the selection of all-star football teams is a fumbling science at best, *Scholastic Coach* makes no apologies for its 1955 All-American H. S. Football Squad. The 81 boys tapped from 37 states and the Territory of Hawaii may not be the brightest stars in the high school heaven, but we defy anybody to produce a more brilliant galaxy.

Ohio and Massachusetts top the honor squad with five selections each, followed by California, Texas, Missouri, Iowa, and New York with four apiece, and New Jersey, Oklahoma, Michigan, and Mississippi with three each.

Our fifth annual squad is unusual in one respect—four high schools landed two men each, and two of the boys are brothers. Tom McNeeley, 18-year-old Arlington (Mass.) H.S. tackle, and his 17-year-old brother, Brian, an end, were unquestionably the outstanding line duo in the Boston area.

Other schools landing two men on the honor squad were Ada (Okla.) H.S., state champions, who placed guard Billy Jack Moore and tackle Jerry Thompson; Davenport (Iowa) H.S., which featured a pair of the finest guards in the land in Bob Hain and Sam Bowlby; and East Chicago Roosevelt, champions of Indiana, with fullback Jack Davidson and guard Ed Sojka.

Actually, selection to our All-American means that a boy has about a 90% chance of becoming a collegiate player. Chances are about 3 out of 4 that he will be a starter before his career is over, and about 1 out of 4 that he'll be all-conference, that he'll have played in a Bowl Game, and that he'll be drafted by the pros.

How many will become All-American? Well, our 1951 squad was the very first, and from that one we give you Mr. Earl Morrall of Michigan State. He was the only bona fide All-American from that squad, so we'd say chances are 1.3% or one of 77.

Since our honorable mention list included Hardiman Cureton, Tony Branoff, Pat Uebel, Calvin Jones, Bo Bolinger, and Tommy McDonald, all of whom made one or more All-Americans, our "bench" obviously was superior to our "varsity" that year.

But then, again, some fine football players appeared on our first team. Besides Morrall, there were Herb Gray, John Tatum and Delano Womack, three Texans who were drafted by the pros, Royce Flippin, Bill DeGraaf, Bart Starr, Bill Murakowski, and Franklyn Brooks, who was voted the outstanding player in the Sugar Bowl Game.

But back to the statistics for the 1955 team. The leading scorer on the squad was Billy Cannon of Istrouma Parish High, Baton Rouge, with 229 points. Billy also happens to be the Louisiana state 100 and 220 yard champ and a member of our 1955 All-American Track Team! He scored three more points than Frank Gupton of Trinidad, Colo. Put these two boys on the same field together and you'd have a circus.

Playing in Colorado's largest enrollment classification, Gupton tallied 34 touchdowns. His runs went something like this—60 yards, 40 yards, 54, 99, 14, 60, 34, 34, 33, 89, 71, 60, 37, 65, 93, 81, etc.! Frank, incidentally, is the brother of Dick Gupton, Denver back who ran back a Wyoming kickoff for a last-second touchdown in the year's most disputed game.

Interesting also is the fact that in 1954, Gupton played for Beloit, Wisc., but moved to the Colorado school when his brother went there to attend Trinidad Junior College. In 1953 and '54, Frank was an all-Big Eight halfback in Wisconsin and his running mate was Eddie Hart of Kenosha.

Hart makes our squad this year because he led Kenosha to an undefeated season, piling up 1032 yards in 75 rushing attempts for a 13.8 average. These figures smashed

the school record established in 1940 by a fellow named Alan Ameche. But Hart failed to break Ameche's school scoring record. While his rushing totals did not approach the 1928 yards accumulated by Gupton or the 1676 totalled by Cannon, Hart played only an eight-game season in one of the strongest scholastic circuits in the country.

For scoring, though, a record may have been established by Sal Gonzalez of Gadsden High in Anthony, N. M. A small school, Gadsden has thrice won state championships, and Gonzalez has scored 621 points in four seasons of play—a fantastic total. In 1955 he tallied 157.

Now, how about a passer? Let's take the two most throwing quarterbacks on our squad and compare them. They're Larry Bielat of Center Line, Mich., and George Izo of Barberton, O.

	Att	Comp	Pct	Yards	Tds
Bielat	163	95	.583	1339	21
Izo	133	90	.677	1550	15

Or how about rubber-armed Lowell Hughes of Prestonsburg, Ky., who has a four-year record that looks like this:

Hughes	347	223	.649	3482	36
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And (including his freshman year) Hughes ran for 46 touchdowns and kicked 46 extra points! Thus Hughes was responsible for 538 points in four seasons.

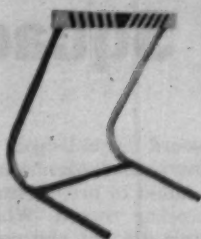
But with the broad adoption of the Split T attack, a passing quarterback is no longer the requirement he once was. The quarterback is now a runner, blocker, field general, but most of all a ball-handler. Among the classiest boys with these qualifications were Charles Milstead of Tyler, Tex.; Harvey White of Greenwood, S. C.; Don White, Haverhill, Mass.; Frank Eastman of Richmond (Hermitage) Va.; and Phil Snowden of North Kansas City, Mo. All have their pick of colleges.

Balanced offensive ability was shown by Ed Bedell of Burlington, Iowa (968 yards running and 435



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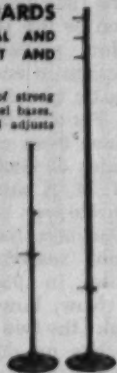
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yards passing), and Don King of Buffalo (Lafayette H.S.) who ran for 625 and tossed for 515—in only five games!

We also like the record of Joe Bellino, Winchester, Mass., who scored in 22 consecutive games over a three-year span. And we like the speed of Roy Swift, Fairfield, Ala., state champ; Gary Baer of Salina, Kans., who's been under 10 flat; and Bob Brandt of Denison, who ran for 872 yards from scrimmage, returned kicks 238, caught 15 passes for 430 yards, averaged 39 yards with his punts, and is state low hurdles and broad jump champion!

Then there were other solid backs whose statistics were measured in bruises. They were noted for blocking, ramming the line, sharp tackling... the things the college coaches are really looking for.

The last group includes: Jack Davidson of East Chicago, Ind., murder inside the tackles for a state championship club; Dolph Camilli, son of the old Brooklyn ball player, noted especially as a blocker at Santa Rosa, Calif.; Mike Ippolitto of Long Branch, N. J., 195 pounds who could pass and punt; Ken Kirk of Tupelo, Miss., whose team was not a great winner; Brewster Hobby of Midwest City, Okla., who almost made an also-ran into a champion; Brad Leach, twice an all-stater in Maine and tough to bring down; Tom Robbins of Rochester, Minn., who has all the requisites including a 9:4 rushing average.

Oh yes, and two stocky driving halfbacks, Willie Mack of Mansfield, O., and Fred Julian of Detroit Pershing. Both gained over 1,000 yards in rugged competition.

Additionally there was the brainy leader type such as George Viviano, who led St. Louis Central out of years of doldrums to a city title; Chuck Kaufman, Poly Prep's do-everything back, leading New York City scorer; and blasting Pete Jaeger, Bronxville's 220-pounder, heaviest of our backs. Add Claude King, No. 1 back in Mississippi and maybe the entire South, and Calvin James, whose brother Fob plays a little football at Auburn, and you've got a pretty good bunch of backs.

There's talent, too, on the line. Like San Diego's Deron Johnson who caught passes for over 800 yards; Bill Edinger of Missoula, Mont., who caught three touchdown passes while wearing mittens in the state championship game; Ray Kinaman, a discus thrower from Centralia, Wash., who won acclaim though playing for a last place team in his conference; Tom Budrewicz of Greenfield, Mass., a 235-

pound fullback on offense and an immovable tackle on defense; the first brother act ever to get on our squad, Brian and Tom McNeeley, end and tackle from Arlington, Mass. Wouldn't do to leave one of them off, for they're both heavy-weight boxers!

Ada, Okla., and Davenport, Iowa, were state championship teams whose linemen outshone the backs. At Ada it was Jerry Thompson, right tackle, and Billy Jack Moore, right guard. The Ada attack consisted of sending various backs through the hole this pair would open in the left side of the opposition line.

At Davenport it was 220-pound Bob Hain and 210-pound Sam Bowlby. They were pull-out guards in Davenport's single-wing attack, played defensive tackles in a five man line. Hain, a wrestler, was the stronger. Bowlby, a basketball player, the more agile. We picked both.

In Central Pennsylvania, when they mention Earl Kohlhaas of Mechanicsburg they speak of Bob Pelligrini's style of play. No further comment should be necessary on Mr. Kohlhaas, a two-year all-stater. Nutley, N. J., had in Sam Stellatella, a two-year all-stater who many thought was the best lineman the state has seen World War II. Keen, aggressive, inspiring and imaginative were the adjectives used to describe him. And the pros already have their eyes on Youngstown's 230-pound Tom Welch.

## \*\*\*\*\* \* \* **HONORABLE MENTION** \* \* \* **48 STATES** \* \*\*\*\*\*

**ALABAMA**—Billy Wilson (T) Ensley; Jimmy Norred (T) Talladega; Elton Banks (G) Walker County; Dan Sims (C) Woodlawn; Don Fuell (B) Guntersville; Gary O'Steen (B) Anniston; Jerry Daniels (B) Athens; Eugene Gann (B) Hamilton.

**ARIZONA**—Sumner Smith (T), Desi Sanchez (G), and George Great-house (B) Phoenix Union; Matt Pacheco (C) Superior; Allan Sandell (C) No. Phoenix; Frank Falbo (B) Glendale; Ted Sorich (B) Bisbee.

**ARKANSAS**—Steve Ozment (G), Ronnie Edwards (C), and Billy Kyser (B) Camden; Jim Necessary (C) Hot Springs; Charles Abott (B) Blytheville; Jim Mooty (B) El Dorado; Jim Coffey (B) Cabot.

**CALIFORNIA**—Duane Allen (E) and Gary Ottoson (T) Alhambra; Bernard Mouton (E) Manual Arts of L.A.; Wayne Thrush (E) San Jose Lincoln; Ola Ferguson (E) Placer of Auburn; Paul Oglesby (T) River-  
(Continued on page 57)





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# COACHES' CORNER



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**T**HE Knicks' great playmaker, Dick McGuire, is an almost pathologically shy young fellow off the court. On it, he keeps up a mumbling feud with the refs. He keeps questioning them about their decisions, and this habit has cost him at least a half-dozen \$25 fines.

One day a teammate's mother spied him sitting by himself in a restaurant. Knowing that Dick is still a bachelor, she said: "Gee, how come such a handsome young fellow is still single? Hasn't he ever popped the question to a girl?"

"No," Dick's teammate explained, "he's afraid it'll cost him \$25."

In Philadelphia during the Christmas holidays, Wilt Chamberlin walked into Convention Hall accompanied by his pals, Ray Felix and Walt Dukes—the three of whom added up to exactly 21' 2" of basketball talent.

"Look at everybody gaping at them," said Harvey Pollack, Philadelphia Warrior p.r. man, to owner Eddie Gottlieb.

"Quick," replied Eddie, "open another window and sell tickets."

"During the fall of '51," writes Sgt. Dick Pray of the 11th Airborne Division, "I was trying out for the U. of Redlands' team when Coach Pete Provost approached me and my buddy to get our heights and weights for press purposes. He also asked us if we knew the height of our tall frosh center, Bob Edmonson."

"He's 6-5½," we answered. "Put him down as 6-6."

"Pete thought a moment and then said, 'I'll put down 6-4 . . . we have a small team this year!'"

The kid was only eight years old and had never been to a football game. The only football he had ever seen was on TV or in the movies. On the way to the stadium, he kept imagining

what it would be like. He thought for awhile, then turned to his father.

"Dad," he said, "about this game today: Will they be playing in black and white or in color?"

Vic Janowicz is the young man who—as Red Smith puts it—couldn't do anything wrong at Ohio State or anything right at Pittsburgh, where he conducted a two-year experiment in the curious game of baseball.

Catching for the Pirates one afternoon, the ex-football All-American began circling under a tall foul pop. His style hardly inspired the home fans with confidence.

"Hey, Vic," a customer bawled, "better signal for a fair catch."

Just as we thought, the new 12' lane has hardly complicated the life of the college basketball coach. He's simply moved his big man out wider, and that's about it. The most amusing commentary on the widened lane was recently offered by Danny Lynch, coach of the fine St. Francis College team of New York. Talking about adapting his big man, 6-7 Al Inness, to the 12' lane, Danny said:

"We thought Inness might have trouble with those widened lanes, but it hasn't worked out that way at all. By the time he gets down there, we've already taken our shot!"

A lanky mountaineer, at least seven feet tall, applied for a job as lifeguard. After filling out the usual questionnaire, he was asked about his ability as a swimmer.

"Well," he admitted, "I can't swim much good." Then, looking down at his long legs, he proudly exclaimed, "But I can wade like the blazes!"

Bucky Harris was once trying to teach a rookie second baseman a new way of pivoting on the double play. But the fellow just didn't seem to get it.

After exhausting every pedagogical artifice in his repertoire, Bucky finally gave up. "Don't you understand

what I'm trying to teach you?" he asked.

"Oh, I understand all right," answered the rookie. "I just don't happen to agree with you."

Bill Klem, the supreme arbiter, was an autocratic old gent who took no nonsense from anybody. He could glare a buffalo into submission, and arguing with one of his decisions was simply unthinkable. Though the greatest of all umps, he was still human. Which means he had his bad days.

One afternoon the pitcher delivered one straight down the middle. "Ball!" called Klem. The next pitch came high and inside, right at the batter's head. As the batsman ducked, Klem called "Strike!"

The batter groaned angrily for a second. Klem glared at him, the personification of a deity. "Aw, well," muttered the batter, "The Lord giveth and the Lord taketh away."

The two brothers met after a long separation. One was a preacher, the other a famous baseball pitcher. After exchanging reminiscences, the preacher asked: "How is it, Mort? I've spent four years in college, three years at the seminary, and you've done nothing but play ball. And now you're making a salary of \$15,000 a year while I'm getting only \$900. I can't understand it."

The pitcher thought for a moment, then said, "I'll tell you how it is, Bill. It's all in the delivery."

The kid trying out for the Cincinnati Redlegs obviously didn't have it. He couldn't field. He couldn't throw. He couldn't hit. After working out for a half hour, he trotted over to Manager Birdie Tebbetts.

"Do you think I can make the team, Mr. Tebbetts?"

His patience sorely tried, Tebbetts snapped, "Impossible!" Come back in another ten years."

The youngster, undaunted, briskly replied, "Morning or afternoon?"

The kid had never played baseball before, but since he was a big, strapping fellow the other kids decided to "give him a game." He swung at the first ball pitched to him—and drove it a mile! In fact, it went so far that none of the outfielders even bothered chasing it.

That was amazing enough. What was even more astonishing was that the batter, instead of circling the bases, stayed up at the plate, brandishing his bat.

"Hey," the umpire shouted, "why don't you run?"

"What for?" snapped the kid. "I got two more strikes, haven't I?"

St. Mary's had the ball on Fordham's 35-yard line, fourth down and 15 yards to go. The Gaels desperately needed that first down, and called for a pass. Eddie Erdelatz, their crack end

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now coaching at Navy, sneaked into a corner of the end zone and made a spectacular catch of the ball. As he caught the ball, he crashed into the field judge, knocking him cold—leaving nobody to judge whether or not the ball had been caught in-bounds.

Slip Madigan, the St. Mary's coach, leaped off the bench and yelled for the team doctor. "Doc," he said, "get down there quick!"

The doctor rushed for the stricken official, with Madigan on his heels. He administered smelling salts and the official slowly revived. Pretty soon he stirred a little and the first words out of his mouth were, "It's a t-t-t-touchdown."

His voice was very weak and Madigan screamed, "Bring him to, Doc! For God's sake, bring him to!"

*Within the space of a week.* Frankie Frisch, then manager of the Pittsburgh Pirates, was hit for three fines totalling \$250. He made out a personal check and sent it to the Commissioner's office, along with his gas bill and a note which read:

"Dear Mr. Frick: Since you've got all my money, you might as well pay my bills."

*Bobby Bragan*, the new Pirate skipper, comes up to the big time with an enviable reputation as an umpire baiter. In his final year in the Pacific Coast League, Bobby made a valiant effort to turn over a new leaf. He went through the entire season without being ejected from a game—until the last day of the season. Then, out! "How come you got the heave-o after all your good behavior?" he was asked.

"Well," replied Bobby. "I just remarked that there wasn't an umpire on the field—and one of them overheard me."

## Heart and Sowell

(Continued from page 11)

never relinquished the lead, going on to set the world record for an 880 around four turns (1:47.6).

In the accompanying pictures taken at the 1955 I.C.4-A Championships, a study can be made of his stride. In this race it had been planned to have Arnie go out at a fast pace, but Tom Courtney, the great Fordham runner, was more alert and got out in front. Tom kept this lead until the last turn, where Arnie jumped him.

The finish of the race was terrific, with neither athlete giving an inch. Sowell's winning time of 1:49.1 broke Johnny Woodruff's 15-year-old record. This race was acclaimed as one of the finest in I.C.4-A history.

In concluding, I'd like to offer Arnie's own formula for success: "Work, work, and more work."

## HONORABLE MENTION

(Continued from page 52)

side; Rod Cochran (T) South Gate; Bob Harrison (T) Gilroy; Don Abbott (G) and Mickey Flynn (B) Anaheim; backs—Pete Gumina and Willie West, San Diego; Dan Wasnick, St. Anthony-Long Beach; Dick Foushee, Glendale Hoover; Bill Face, San Marino; Ralph Casillas, Brawley; Leon Criner, Canoga Park; Marv Luster, Belmont-L.A.; James Erbes, No. Hollywood; Jim Everett, Bell-L.A.; Harold Clayton, Huntington Pk.; Ray Rodriguez, Roosevelt-L.A.; Jim Honeywell, Jefferson-Daly City; Stan Glass, Lincoln-S.F.; Jerry Cooke, Christian Bros.-Sacramento.

**COLORADO**—Bud Smith (E) No. Denver; Bob Erickson (T) E. Denver; George Hico (T) Louisville; Dave Perry (G) Gr. Junction; Alan Ashbaugh (B) Longmont; Joe Martinez (B) Lamar; Bob Hargreaves (B) Holly.

**CONNECTICUT**—David Graham (E) Ludlowe of Fairfield; Joel Gustavson (E) E. Haven; Leo Picard (G) Harding of Bridgeport; Joe Willis (B) New Britain; Jay Bird (B) Middletown.

**DELAWARE**—Alvin Huey (E) Milford; Otis Shaffer (B) Newark.

**D. C.**—Tom Robinson (C) and Dave Harris (B) Cardozo; Bob Nicholson (B) Gonzaga; Willie Wood (B) Armstrong.

**FLORIDA**—Dave Hudson (E) Pensacola; Don Lewis (T) Manatee-Bradenton; Joe Caldwell (B) Miami Sr.; Terrell Teague (B) Auburndale; Sonny Giles (B) Landon-Jacksonville.

**GEORGIA**—Fred Murphy (T) Fulton-Atlanta; Leon Myers (T) Lee-Chickamauga; Bill Hornbuckle (C) Northside-Atlanta; Carlos Mobley (B) Savannah; Danny Minor (B) Lanier-Macon; Tommy Lewis (B) SW DeKalb-Decatur; Wayne McDonald (B) Americus; Harvey Copland (B) Carrollton.

**HAWAII**—George Purdy (B) Roosevelt; Paul Han (B) Iolani; Tom Fink (B) Punahou.

**IDAHO**—Weldon Wood (E) and Gary Farnworth (B) Nampa; Sid Garber (B) Caldwell; Carl Gross (B) New Plymouth.

**ILLINOIS**—Rich Peterson (T) and Stan Noskin (B) Evanston; Mike Jerikian (C) and Paul Christakis (B) Waukegan; Dick McDade (B) Urbana; Ken Miller (B) DeKalb; Harry Higgs (B) Peoria Woodruff; Jan Jansco (B) Johnston City; Bob Hickey (B) Chicago Lindblom.

**INDIANA**—George Everback (E) New Albany; Jim Corder (T) Richmond; Mike Bingaman (G) So. Bend Riley; Danny Thomas (B) Seymour; Bobby Crick (B) Sullivan.



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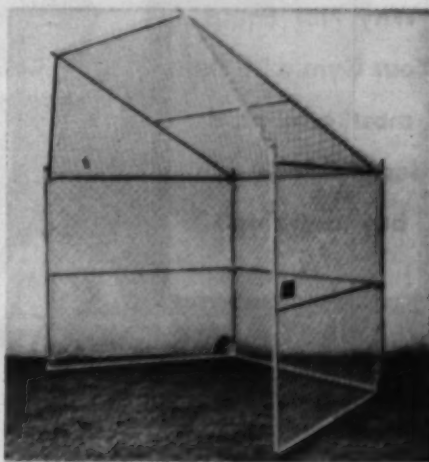
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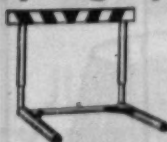
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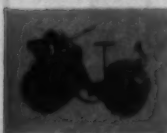
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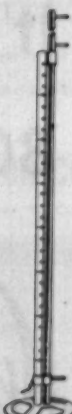
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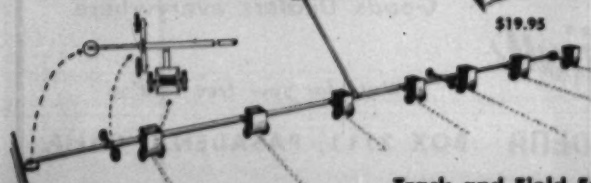
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WYOMING—Terry Smotherman (B) Worland.

## "Here Below"

(Continued from page 5)

sadly lacking in basketball. A lot of our coaches are raging tigers with the spoken word. They always seem to have their claws in somebody's hide.

We cringed when we heard Ken Loeffler's appraisal of his 1954-55 La Salle team—"We've got Gola and garbage."—and have always wondered how his boys reacted to this aromatic appraisal of them. Wasn't it a touching way to establish a wholesome coach-player relationship?

And how about that remark attributed to Duddy Moore, the fine coach of Duquesne. Here's how he sized up his current club:

"If I could teach our kids to give the ball to (Si) Green and then get out of his road, we might have something. You know, some of those jerks even go shoot the ball themselves. But I expect they'll learn before the season is over."

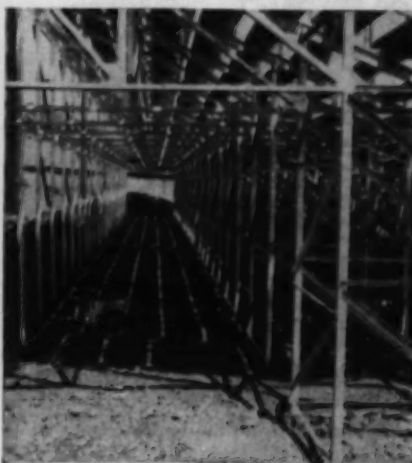
Maybe this was meant in jest, but the language in which it was couched could hardly be calculated to win friends and influence players.

And then there was this rough-and-tumble vouchsafement by Honey Russell, coach at Seton Hall:

"You don't put your big man against the other team's big man. You put a dog against him. You pick somebody you can afford to lose and say, 'Stop that big guy and I'll put roses in your hair.' So maybe the dog goes out and does a good job..."

Before reaching into the refuse for a pungent adjective or noun, coaches might try to remember that the "garbage" and "jerks" and "dogs" might be sensitive kids who expect a little respect and dignity.

## "Towers of Strength..."



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  - permanent
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The "tower type" construction on the Snyder all steel grandstand illustrated, insures long usage and safe seating.

Easy to install, designed so additional sections can be added, and planned for future installation of shower facilities this Snyder Steel Stand is safe, economical and practical.

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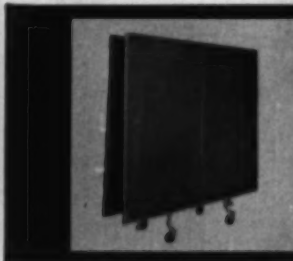
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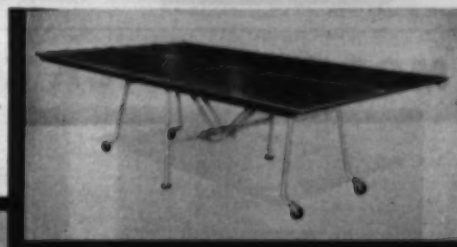


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- Exclusive "Floating Fold" for easy, safe operation.
- Beige enamel frame finish, other colors available.

For complete

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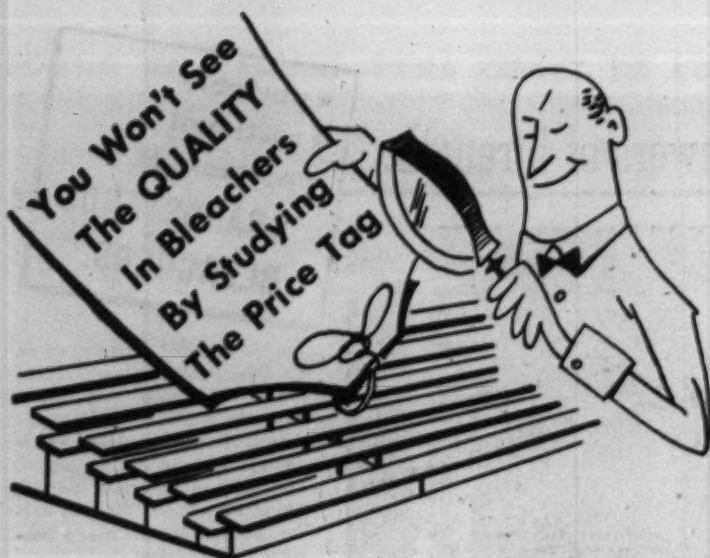
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STANDARDS • NON-SAG CROSS-BARS  
VAULTING POLES • STARTING BLOCKS**

*Free with every purchase—Colored Aluminum Batons*

*Write for brochure today*

**ALUMINUM ATHLETIC EQUIPMENT CO., Box 145, Wynnewood, Pa.**

## Two-Ball Drill

(Continued from page 30)

man covers 1st for throw from shortstop and whips ball to the catcher. This ends the double-play combination part of drill which concerns the four infielders around the sacks.

PART 5 concerns catcher's double-play combinations; use one ball only unless you use two catchers.

Tap ball out in front to either side. Catcher throws to 2nd base where shortstop covers and then throws to 1st baseman, who throws to the catcher.

Tap ball to either side. Catcher fields ball and throws to 3rd, 3rd baseman throws to 1st, and latter fires it back to the catcher.

**Note:** When using two catchers, have the first one throw to second and the second one throw to third. The next round the first catcher throws to 3rd base and the second to the shortstop covering 2nd.

### PART 6.

Hit Ball No. 1 to 3rd baseman, who throws to 1st. 1st baseman throws to the catcher.

When 1st baseman is releasing Ball No. 1 to catcher, coach hits Ball No. 2 to shortstop who fires to 1st baseman and he in turn throws to the catcher.

Ball No. 1 is hit by coach to 2nd baseman as Ball No. 2 is being released to the catcher. The 2nd baseman throws Ball No. 1 to the 1st baseman and he throws it to the catcher.

As 1st baseman releases Ball No. 1, coach hits Ball No. 2 to 1st baseman who throws it back to the catcher.

PART 7 concerns throw to catcher from deep and short positions. Both coach and catcher must have two baseballs.

Coach hits Ball No. 1 to 3rd baseman in deep position. He picks it up and throws to the catcher.

Just as 3rd baseman is picking up Ball No. 1, catcher rolls Ball No. 2 toward him. 3rd baseman must pick it up bare-handed on the run and whip it to the catcher. You do this with all infielders.

PART 8 concerns outfielders; coach and two extra men stand to the right of and alongside the pitching mound. These extra men catch the balls thrown to them by the different infielders and hand them to the coach as he needs them.

Ball No. 1 is hit on the fly to left fielder, who throws to 2nd baseman.

As Ball No. 1 is being caught, Ball No. 2 is hit to the center fielder, who throws to 3rd base.

Ball No. 1 is then hit to the right

fielder, who fires to the shortstop covering 2nd base.

Ball No. 2 is then hit on the ground to the left fielder, and he throws to the 3rd baseman.

As Ball No. 2 is released by the left fielder, Ball No. 1 is hit on ground to the center fielder who throws to 2nd baseman covering 2nd.

As ball is released by center fielder, Ball No. 2 is being hit to right fielder who throws to 3rd base on a line with the shortstop who acts as a cut-off man.

Ball No. 1 is then hit in the air to the left fielder, who throws home with 3rd baseman acting as cut-off man.

As Ball No. 1 is released, Ball No. 2 is hit out to the center fielder who fires home with the 3rd baseman acting as cut-off man.

As Ball No. 2 is released by center fielder, Ball No. 1 is hit to the right fielder who throws home with 1st baseman acting as cut-off man.

The second round is carried out in the same manner. You could hit the second round balls on the ground to the outfielders.

If the coach wants to save time, any of the second rounds of the workout may be eliminated. Properly organized, this workout can be completed in 10 minutes.

## Tennis Pointers

(Continued from page 36)

**weaknesses.** Have your members put pressure on opponent and keep it there. Make him hit often for points—the percentages are against him.

**4. Weak service.** Too many players hit a feeble second serve. It should be hit less decisively than first service and ordinarily played to opponent's weak side.

**5. Practice in match play.** Why persevere with a shot that isn't working during an important set? Substitute another stroke or hit less severe; iron out kinks in regular practice sessions.

**6. Letting up.** Many netmen slow down when they get ahead in games. Help your players recognize that this can bring about loss of matches; make a point of concentrating until the sets are completed.

**7. Tennis nerves.** Often a player will perform below par because he's overly tense. Some members have two levels of play—one for relaxed practice periods, another when they perform in matches. Much of this type of tension can be eliminated by insisting that the player warm up by rallying longer before important games. Instill the right happy-but-serious attitude.

# MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach, Advertising Department, 33 West 42 St., New York 36, N. Y.

Numbers in parentheses denote page on which the advertisement may be found. Please check the items personally, and to be sure of getting the types of service or information you desire, refer back to the advertisement before checking the listing.

### AALCO MFG. (52)

- ☐ Catalog of complete Sports Line

### AIR PAD & BRACE (53)

- ☐ Information on Pneumatic
- ☐ Thigh Protector
- ☐ Ankle Supporter
- ☐ Shoulder Shock Cushion
- ☐ Knee Brace

### ALUMINUM ATHLETIC (62)

- ☐ Brochure on Hurdles, Crossbar, Standards, Vaulting Poles

### AMERICAN WIRE (64)

- ☐ Folder on Locker Baskets and Uniform Hanger

### ARNETT, RICHARD W. (53)

- ☐ Information on Starting Blocks

### AUDIO EQUIPMENT (37)

- ☐ Brochure on Power Megaphone

### AUSTIN FENCE (57)

- ☐ Brochure on Porta-Weld Baseball Backstop

### BALL & HALE (40)

- ☐ Literature on Port-A-Bloc Football Trainer

### BENSON OPTICAL (47)

- ☐ Information on Safety Athletic Glasses

### BIKE WEB (27)

- ☐ Coaches and Trainers Handbook

### BROOKS SHOE (16)

- ☐ Catalog on Athletic Footwear

### CONNOR LUMBER (44)

- ☐ Information on Laytite Gym Floors

### CONVERSE RUBBER

- (Inside Back Cover)
- ☐ Bunny Levitt Free-Throw Poster

### CORTLAND RACKET (55)

- ☐ Tennis Tactics Book
- ☐ Badminton Book

### CROWTHER, RAE (55)

- ☐ Brochure of Football Practice Devices

### FENNER-HAMILTON (58)

- ☐ Literature on Gym-Master Line of Trampolines

### GENERAL SPORTCRAFT (2)

- ☐ Official Game Rules Booklet

### GRISWOLD, LARRY (48)

- ☐ Information on Trampoline Bed and Manual

### GYMNASTIC SUPPLY (48)

- ☐ Catalog of Gymnasium Uniforms and Equipment

### H. & R. (52)

- ☐ Booklet on Dry-Line Markers for All Sports

### HARVARD TAB. TENNIS (28)

- ☐ Table Tennis Teacher
- ☐ Table Tennis Tournament Charts

### HILLERICH & BRADSBY (31)

- ☐ Catalog of Louisville Sluggers

- ☐ Famous Slugger Yearbook

- ☐ Official Softball Rules How many

### HILLYARD CHEMICAL (4)

- ☐ Guide "How to Plan Gym Floors for Favorite Sports"

- ☐ Folder, "Your Gym Can Be a Real Center of Community Life"

### HODGMAN RUBBER (41)

- ☐ Catalog of Warm-Up Shirts, Sideline Parkas, Capes, etc.

### HOUSE OF HARTER (58)

- ☐ Information on Track Award Ribbons

### HUNTINGTON LABS. (29)

- ☐ 1955-56 Basketball Coaches Digest (free to coaches, 25¢ to others)

### HUSSEY MFG. (59)

- ☐ Illustrated Seating Catalog

### IVORY SYSTEM

- (Back Cover)
- ☐ Monthly Bulletin, "The Observer"

### JAYPRO ATH. SUPPLY (64)

- ☐ Catalog of Basketball Steel Chain Nets

### JOHNSON & JOHNSON (35)

- ☐ Catalog of Faultless Athletic Supporters
- ☐ Information on Controlled Tension Tape

### K. & P. ATHLETIC (40)

- ☐ Information on Downmetal Crossbars and Downmetal Combination High Jumping-Pole Vaulting Standards

### KAHN, ARTHUR (42)

- ☐ Address of Nearest Uniform Maker

### KING-O'SHEA (43)

- ☐ Catalog of Custom-Built Football Equipment

### LINEN THREAD (23)

- ☐ Catalog of Gold Medal Nets for All Sports

### MAGGIE MAGNETIC (42)

- ☐ Information on Baseball, Football and Basketball Magnetic Diagram Boards

### MASTER LOCK (47)

- ☐ Information on Combination Padlocks

### NATIONAL SPORTS (44)

- ☐ Price Circular on Jim-Flex Gym Mats

### NEW EQUIPMENT (38)

- Further information on
- ☐ Shoulder Pad
- ☐ Vaulting Pole
- ☐ Exerciser
- ☐ Fielder's Glove
- ☐ Football
- ☐ Take-Off Tramp
- ☐ Backstop

### NISSAN TRAMPOLINE (49)

- ☐ Information on "How to Use the Nissan Trampoline"

### OCEAN POOL (56)

- ☐ Catalog of Swim and Pool Equipment

### PLAYTIME EQUIPMENT (62)

- ☐ Information on Galvanized AF Bleachers

### PORTER CORP. (23)

- ☐ Catalog of Complete Line of Gym Equipment

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE



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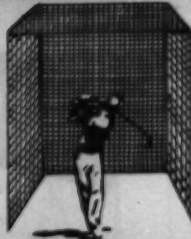
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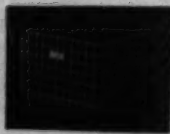
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## MASTER COUPON

(See page 63 for other listings)  
(Numbers in parentheses denote page on which advertisement may be found)

#### PRECISION GOOGLES (48)

- ☐ Brochure on Non-Shattering Football Goggles and Basketball Glasses

#### PROGRAM AIDS (46)

- ☐ Catalog on Magnetic Playmaster Coaching Kits

#### QUAKER OATS (33)

- ☐ Book, "How to Play Baseball," by Ethon Allen  
How many \_\_\_\_\_

#### RAWLINGS (3)

- ☐ Catalog

#### REEVES STEEL (49)

- ☐ Information on Steel Bleachers and Grandstands

#### REMINGTON ARMS (43)

- ☐ Instructor's Manual on Operation of Rifle Club

#### RIDDELL, JOHN T.

- (Inside Front Cover)  
☐ Information on Quality Line of Football Equipment and Track Shoes

#### ROBBINS FLOORING (60)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

#### SAND KNITTING (56)

- ☐ Complete Catalog of Athletic Equipment

#### SICO MFG. (46, 61)

- ☐ Catalog on Tuck-A-Way Table Tennis Table  
☐ Details on Portable Steel Bleachers

#### SNYDER TANK (61)

- ☐ Information on All-Steel Grandstands

#### SPALDING & BROS. (6)

- ☐ Catalog

#### SPANJIAN (59)

- ☐ Catalog of Knit Football Clothing

#### STERLING NET & TWINE (64)

- ☐ Information on Nylon Golf Driving Net

#### TRACK & FIELD EQUIP. (60)

- ☐ Catalog of Complete Line of Track and Field Equipment

#### UNIVERSAL BLEACHER (1)

- ☐ Catalog of Roll-A-Way Bleachers and Portable Steel Grandstand and Wood Bleachers

#### WILSON (17)

- ☐ Catalog

NAME \_\_\_\_\_

POSITION \_\_\_\_\_

(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_

ENROLLMENT \_\_\_\_\_

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CITY \_\_\_\_\_

ZONE \_\_\_\_\_

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No coupon honored unless position is stated

February 1956

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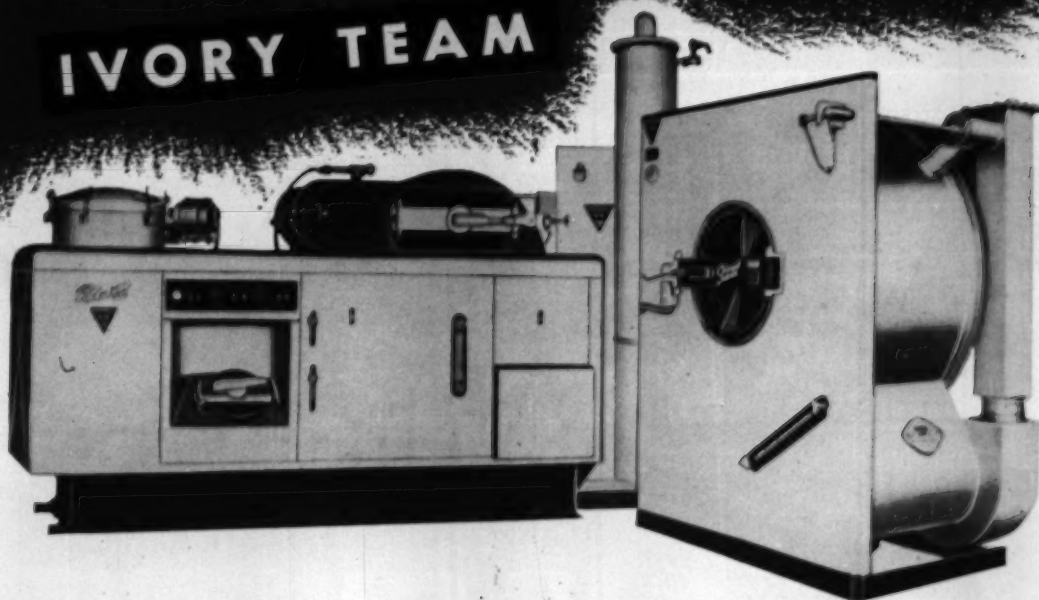
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